Historically Black Colleges & Universities
Family Life Centers

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Evaluation Synthesis of the Minority Male Consortium for Violence Prevention

Submitted to:
The Office of the Assistant Secretary for Planning and Evaluation
and
The Office of Minority Health

Submitted by:
Macro International Inc.

October 30, 1997

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Final Report

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for Planning and Evaluation (OASPE)
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INTRODUCTION

This document presents Macro International's (Macro) findings from a synthesis of local evaluation studies completed to assess individual programs within the Minority Male Consortium for Violence Prevention. Macro, working under a task order from the Office of the Assistance Secretary for Planning and Evaluation (OASPE), was charged with conducting an evaluation of the Minority Male Consortium's Family and Community Violence Prevention Programs. Specifically, Macro was asked to: collect and analyze relevant program documentation, define program models, examine target populations, develop an analysis plan, develop a site visit discussion guide, conduct site visits to 10 selected HBCUs, review and interpret analysis findings from locally-conducted evaluation studies, analyze organizational capacity, perform a literature review, and hold briefings with Consortium leaders and members. The aim of this evaluation synthesis was to discern plausible approaches to prevent or minimize violence in communities committed on or by minority males.

This report describes the salient features and lessons learned from 13 Historically Black Colleges and Universities/Family Life Centers' (HBCU/FLCs) violence prevention program models. Many of the HBCU/FLCs participating in the Minority Male Consortium employ similar types of program interventions, including mentoring, rites of passage, conflict resolution, and family counseling. However, the definition and operationalization of these activities varies among the HBCU/FLCs. The report attempts to provide a clear definition of the program interventions and an examination of how these approaches were applied to community programs to reduce the likelihood of participant involvement in violent incidents. The report also distinguishes how each type of intervention activity was interpreted by HBCU/FLCs and examines the available data on how relatively successful the interventions were in achieving their stated aims.

ORGANIZATION OF THE REPORT

This report is organized in six major chapters:

1. Chapter one provides the history and background of the Minority Male Consortium and a review of the state-of-the-art in relevant violence prevention literature.

2. Chapter two describes the methodology employed by Macro in carrying out this cross-site program evaluation synthesis.

3. Chapter three presents the results of the descriptive analyses of the community and campus components implemented at 13 of the HBCUs, including: the overall organization, design, and implementation of the programs; and prevention strategies

adopted by the HBCU/FLCs.

4. Chapter four discusses central measurement issues, including (a) what is being measured by HBCU/FLCs—outcomes, risk factors, intermediate changes in participants, and program activities; (b) how the measures correlate with the HBCU/FLC program activities--outcome measurement, intermediate measures of performance, and activity measures; and © comparisons employed by HBCU/FLCs.

5. Chapter five discusses organizational capacity building at the HBCUs.

6. Chapter six presents findings, conclusions and recommendations arising from this study.

CHAPTER I - BACKGROUND AND HISTORY

The Minority Male Consortium has its roots in early discussions of the Consortium for Research and Practicum, in which the 16 HBCU members of that consortium decided to work toward development of one or more models of community-academic collaboration designed to find solutions to the problem of anti-social and violent behavior by young males in African American and Hispanic communities. In June 1994, the Consortium submitted a proposal for a series of demonstrations to be designed and implemented at the 16 member institutions in cooperation with their adjacent and surrounding communities. The proposal was submitted to and accepted by the Office of Minority Health in the U.S. Public Health Service and an award was made to Central State University, acting as the principal investigator for the program. Each of the participating institutions submitted individual proposals for their part of the demonstration.

The intent of the overall demonstration program was to develop a ***series of models*** aimed broadly at testing approaches to preventing and reducing the levels of violence being experienced on campuses and within nearby communities—violence associated generally with young minority males. The original concept was based on the premise that HBCUs had substantial resources to bring to bear on the problem, and that they would be able to work in close collaboration with communities, both throughout the demonstration and afterward as a potentially permanent resource for communities. The demonstrations were to be carried out within the construct of a consortium, in which individual HBCUs could develop their own designs to meet the needs of their campuses and communities, but in which participating institutions could learn from one another.

From the beginning, there was no attempt to impose a single design on the demonstration. Rather, the 16 institutions were encouraged to develop models that would satisfy their individual needs. The main purpose of the consortium approach was to foster learning. It was assumed that through research and evaluation efforts of the consortium, common experiences would give rise to common data approaches and that information of relatively greater power could be developed than would be the case with single institutional models. One common requirement imposed on the participating institutions was the need to employ a Family Life Center as the central institutional organizational unit to design and oversee the demonstration. All of the initial participating institutions had a Family Life Center in existence prior to receiving a grant. The Family Life Center provides a useful locus for violence prevention, as well as other information and events regarding the social and academic development of students at HBCUs.

THE CONSORTIUM

The Federal government sponsors many formal and informal demonstrations to produce information about new approaches to resolving economic, social or health problems. Commonly, the Federal government operates as the unifying organization, providing not only **funding but information and other integrating services covering the participating grantees. In this**

Minority Male Consortium, the Federal government opted to employ a different approach-a consortium-to provide the integrating services. Consortia operate somewhat differently than conventional demonstration approaches; at least the possibility exists for different operations. How do the differences manifest themselves?

- Under a consortium approach, the Federal government can focus on issues other than the substantial administrative processes associated with administering grants.
- The consortium manager can provide both administrative services to the primary grant-giving organization (in this case the government) and managerial services-for example, grant performance monitoring and financial management.
- The consortium manager can design and provide integrating services for the consortium members, such as information collection and synthesis.
- As a consortium, participating institutions gain access to other perspectives on problems and opportunities as they arise during the course of implementing the demonstration projects.
- Because the demonstrations were not intended to operate around a central theory or demonstration design, the variations—a form of natural experiments-provide an opportunity to debate and develop a consensus around specific types of interventions, much as NIH employs consensus-seeking processes in carrying out its biomedical research initiatives.

The Consortium members have met at least once per year since the initial grant was awarded. The meetings have provided opportunities for exchange of information on progress and problems.

THE ORIGINAL CONSORTIUM MEMBERS

The original Consortium included the following 16 schools:

- Central State University – the lead school in the Consortium
- Chicago State University
- Clark-Atlanta University
- Knoxville College
- LeMoyne-Owen College

- Lincoln University of Pennsylvania
- Morehouse College
- Morgan State University
- North Carolina A&T State University
- Philander Smith College
- Talladega College
- Texas Southern University
- Tougaloo University
- University of the District of Columbia
- Wilberforce University
- Xavier University

The original 16 schools submitted proposals and then worked with the Consortium leadership and the Office of Minority Health to reach agreement on acceptable demonstration designs. During the initial year of the demonstration, the Consortium institutions participated in a training session in evaluability assessment, which was intended to give demonstration program managers a different perspective-that of an evaluation designer. Evaluability assessment asks the question, "Can this program design usefully be evaluated?' That is, is the design plausible and measurable? After the training, a number of the participating institutions engaged in modest redesign efforts to improve program plausibility and to refine the measurement potential of their demonstration designs. Near the end of the first year, three additional HBCUs joined the Consortium, engaging in their own program design efforts. The three included:

- California State University
- Southern University
- Voorhees College

During the initial year and well into the second year of the demonstration, HBCU/FLC directors struggled not only with their early design and implementation efforts, but also with the clear need to launch an evaluation effort. Because of OASPE's requirement that this demonstration be accompanied by a strong evaluation component, the HBCU/FLC directors recruited independent evaluators to begin the work of establishing a baseline and to defining and putting into place a plan to collect performance information. Each HBCU/FLC developed a campus and community

component. Community components generally have focused on community organizations in or near public housing projects, or at public schools in lower income communities—often inner city locations. A problem faced by the programs was the need to recruit youth "at-risk" of becoming involved in violence. While it is true that many inner city and other lower income communities experience higher violence rates than other communities, it is not true that all youth residing in such communities are automatically "at-risk." At Chicago State, for example, the HBCU/FLC changed its community program design from a community social service agency within an economically depressed section of Chicago, to working with several public schools and with a group of incarcerated youth to increase the probability of working with relatively higher risk youth.

Generally, the HBCU/FLCs have initiated cultural and educational activities in community settings, in which students from the campus work with youth from the community in various counseling, mentoring or actual tutoring relationships. Over the three years of the demonstration, the HBCU/FLCs have begun to see the beginning fruits of these working relationships. The evaluation studies document some of the changes in participating youth, mostly but not exclusively young men. In later sections of this report, we discuss some of the observed changes and the evidence that has been gathered thus far in the program suggesting that progress is being made.

MODELS: A BRIEF NOTE

The term "program model" is used throughout the report and in many of the discussions that preceded development of the report. The term is meant to convey something different from discrete "interventions", another term used liberally in the report.

By "intervention" we mean a specific type of activity implemented by an HBCU/FLC that is aimed at affecting a discrete risk factor, as such factors have been identified in the research literature. For example, "mentoring" is an "intervention," as are "tutoring," "case management," "rites of passage," and specific educational activities aimed at changing knowledge and attitudes regarding illegal drugs, gang involvement, or specific violent activities such as "date-rape." Each of these types of interventions is known broadly to be related to the propensity for violence. What is less well known, and perhaps not known at all, is the exact or best design of these interventions, the "dosage" level required to be effective, the specific type of person or group for whom the intervention works best, and the best combination of these interventions.

By "program model" we mean a specific combination of interventions aimed at a specific population group for specific time periods and at specific dosage levels. A simplistic example might be a vaccination program. Typically, when we proceed from research findings regarding the efficacy and safety of a vaccination, we proceed to demonstrations on human populations. Epidemiologists need to decide what percentage of a population needs to be covered to prevent epidemics, minimum dosage levels need to be defined for people of different ages and weight, decisions need to be made about how to get the population to the sites in which vaccinations can

be made available, how/whether to charge, who should administer-the logistics of the program need to be defined. And then decisions need to be made about evaluating the results of the demonstration. Evaluation is an integral part of the demonstration and the program model. What to measure, who to measure, how to effect the measurement process are decisions that need to be made as part of the design of the program itself.

In this violence prevention program, a "program model" would need to include all these elements-who to include in the demonstration and why they should be included, who should implement the various activities (interventions) and what type of training and experience they need, how long or how intensive should each intervention be, what specific combination of interventions will be implemented and why (what is the theory) and what combination of measurements would be necessary to provide the proof that the overall model and the specific interventions actually work as well as or better than other combinations or interventions.

It is always possible to infer, or deduce a program model by examining what is being implemented and then defining that combination of activities as a "model." But for purposes of demonstration, such ex *post facto* designs present considerable difficulties for evaluators. Greater difficulties are encountered should those designs change throughout the demonstration, with shifts in the population being "treated" or changes in the interventions being used, or the combinations of interventions being used. This is the reality of the violence prevention demonstration as it has been implemented. In part, it may be that this program is really closer to a research program than a demonstration program, in which we are still trying to determine the relative efficacy of the specific interventions and that we are a step removed from demonstrating the relative effectiveness of program models.

VIOLENCE PREVENTION LITERATURE REVIEW: A SUMMARY

A brief review of the current violence prevention literature is presented below. Four major topic areas within violence prevention are reviewed, including: risk factors, target populations, strategies, and evaluation. The complete literature review can be found in Attachment 1.

Risk Factors

Many risk factors have been associated with violence, including male gender, residence in urban areas, and witnessing and/or experiencing violence in early childhood (Prothrow-Stith, 1995; Fingerhut, 1992). Biological (Mirsky and Siegel, 1990), cultural (Daly and Wilson, 1988), and social (Palmer, 1987) factors have been examined with a majority of studies showing a strong link between poverty and violence (Hammond and Yung, 1991; Hampton, 1987; Palmer, 1987; Prothrow-Stith, 1995; Williams, 1984; National Committee for Injury Prevention, 1989). Urban teenagers are particularly vulnerable to the impact of poverty. When limited opportunities symbolize a hopeless future, adolescents are even more likely to live for the moment, choosing immediate gratification (Prothrow-Stith, 1995), without concern for the consequences. Economic inequities, unemployment, few educational opportunities, drug and alcohol abuse,

easy availability of guns and weapon carrying, and racism have also been considered to contribute to violence in communities (Northrop, et al., 1991; White, 1995; Prothrow-Stith, 1995).

Target Groups

By identifying risk factors of violence, at-risk populations can then be identified to be the target groups of prevention interventions. Targeting a narrowly defined population can be crucial to successful intervention (Northrop, et al., 1990). The selection of target groups should take into account the specific natures of the problem being addressed, the major goals and objectives of the program, and community characteristics.

The Centers for Disease Control and Prevention sponsored a 1990 conference entitled "Forum on Youth Violence in Minority Communities: Setting the Agenda for Prevention," in which one Workgroup of experts identified five groups of high-risk youth that they considered to be of highest priority for prevention strategies (Wilson-Brewer and Jacklin, 1990). These high-risk groups include the following:

- Youth who live in geographically definable areas in which rates of violent death and injury are extremely high.
- Gang members and youth (ages 8-18 years), who are at risk for becoming gang members.
- Youth who are members of families that have problems related to violence.
- Violent youth, including those youth who have histories of extreme violence, have entered the justice system because of violence, and imprisoned youth.
- Victims, relatives of victims of violence, and witnesses to violence.

Other experts have distinguished a few broad categories of target groups, including: the general population of youth, youth who engage in high-risk behaviors, young children (10 years old or less), and other target groups, which include the family members of youth, specific groups of adults, and the general population (CDC, 1992).

Strategies for Prevention

Strategies to prevent violence among youth can be placed into the following categories: educational, outreach, work/academic, recreational, environmental/technological, and legal.

Educational Strategies

Educational programs are intended to provide information and teach skills. New knowledge and new skills are thought to change or reinforce a person's attitude and behavior thus reducing the chances that the person will behave violently or become a victim of violence (Centers for Disease Control, 1992). Educational strategies can include such activities as mentoring, rites of passage,

building self-esteem, conflict resolution and mediation training, social skills training, and parenting skills (Wilson-Brewer and Jacklin, 1990; Centers for Disease Control, 1992).

Outreach Strategies

Outreach interventions tend to occur in informal settings, such as streets or parks, and include one-on-one or group counseling between a health care professional and persons who are the victims of violence or at risk of violence. Health professionals who work in outreach programs are often people who understand the high-risk youth in the area, such as ex-members of gangs or probation officers. They are usually skilled in crisis intervention, particularly in recognizing and identifying potentially violent situations, and often possess the skills needed to lower levels of anger (Northrop, et al., 1990). Outreach strategies may consist of such activities as teaching juvenile offenders about the impact of violence on the victims' lives, crisis management or mediation with gang members, and individualized long-range planning (Northrop, et al., 1991).

Work/Academic Strategies

Work and academic strategies are designed to compensate for the lack of work and education, or opportunities to obtain them, that puts youth at risk for violence-related activities (Northrop, et al., 199 1). The strategies often consist of job and career counseling, job skills training, instruction in reading and mathematics, opportunities to work or volunteer, and job shadowing. By offering youth the opportunity to work, these strategies provide alternatives to violence-related behaviors by getting youth "off the street," as well as building self-esteem and confidence.

Recreational Strategies

The underlying philosophy to recreational interventions is that when given alternatives, high-risk youth will be less likely to engage in criminal or violent behavior, use drugs and alcohol and socialize with other youth who may be engaged in these negative activities. Recreational activities provide an excellent outlet for tension, stress, and anger, thereby serving as a significant means of preventing violence. They also increase opportunities for youth to engage in healthy options and to spend free time in socially acceptable activities (Wilson-Brewer and Jacklin, 1990). Recreational interventions include activities such as midnight basketball leagues. Research indicates that these are promising interventions.

Environmental/Technological Strategies

Environmental and technological strategies focus on changes within the environment that discourage the possibility of violence from occurring. Such strategies include installing metal detectors in places where youth congregate, concrete barriers that restrict traffic, landscape design that does not allow people to hide, reducing or making violence less glamorous in the media, or open lighted areas that deter activities that could result in violence. The physical environment does not cause violence, but modifying it may make violent events less likely to occur. Environmental and technological changes may be particularly effective when combined with educational and regulatory strategies (Wilson-Brewer and Jacklin, 1990; CDC, 1992).

Policy/Legal Strategies

Policy/legal strategies involve interventions that employ laws and police enforcement to deter situations in an environment conducive to violence. Such interventions often use crisis intervention teams made up of police, probation officers, and community workers. Collaboration of local agencies and local residents with law enforcers enables both law enforcement and community personnel to benefit from each other's resources, information, and experience (Northrop, et al., 1991). Examples of such strategies include youth curfews, policing school campuses, prohibiting the wearing of gang colors in schools or affirming the wearing of school uniforms, and firearm regulations. In many cases it is easier to enforce existing laws than it is to enact new laws. The success of making or enforcing rules depends on the willingness of the population to support and obey the rules and the ability of regulatory agencies to enforce them (Wilson-Brewer and Jacklin, 1990; CDC, 1992). Policy/legal interventions can be useful as a form of crisis management, however they cannot serve as a primary means of prevention.

The most effective violence prevention strategies are "multi-modal," or approached from differing perspectives simultaneously (White, 1995). Violence prevention programs should be multifaceted and designed to include and coordinate as many services and activities as possible that reach high-risk youth. These services and activities should be readily accessible by all youth, not only those involved with the social services or criminal justice systems.

Youth learn from a variety of people with whom they come in contact. Therefore, when possible, a broad range of people should be involved in violence prevention programs (Wilson-Brewer and Jacklin, 1990). Because of the powerful positive and negative influences of the family and social environments, interventions should address the environments, as well as the youth, whenever possible. (Northrop, et al., 1990).

The community must own the intervention. Although activities may be started by governmental or other interested organizations, these groups should only sustain the effort until the community becomes actively involved and takes ownership of the program (Northrop, et al., 1990). This ownership can best be accomplished by community people who identify the problems and develop their solutions; they choose the interventions and carry them out with appropriate help from a variety of services.

Evaluation

Violence prevention programs need to be evaluated rigorously to determine which strategies hold the greatest promise, so results can then be applied in community violence prevention programs (Houk and Warren, 1991). The National Committee on Injury Prevention and Control (1989) states that the most significant reasons for conducting both process and outcome evaluations of injury [or violence prevention] are to clarify the impact of the program on the target population; to identify and correct implementation problems, thereby improving the program's future efficiency and effectiveness; to develop program data for use in marketing the program; to facilitate replication of the successful aspects of the program; and to justify the program's costs.

If an evaluation of a program is done properly, it can determine if a program is effective, and more specifically why it is effective.

Common challenges to evaluating violence prevention programs include: lack of a strong experimental design, including comparison groups; restricted resources for conducting evaluations; a lack of information and/or skills among program staff to develop and implement formative or outcome evaluations; very little reference in program or evaluation design to prior research findings in the literature; unclear programmatic definitions of violence; and a lack of longitudinal studies on the impact of interventions conducted with pre-adolescents (Cohen and Wilson-Brewer, 199 1).

Key findings from a 1990 conference (Cohen and Wilson-Brewer, 199 1) entitled "Violence Prevention for Young Adolescents" concluded that:

- Violence prevention programs must clearly define the behaviors being targeted and the evaluation must be tied to the goals and outcomes. Additionally, the programs and the evaluations must have a theoretical basis.
- Different levels of evaluation are necessary for different programs.
- Qualitative data and culturally sensitive measures must be used to reduce the difficulties imposed by strict experimental designs.
- Program evaluation must be a collaboration between the program director, program staff, and evaluator(s) from the earliest stages.
- Programs must develop evaluation skills and use expert assistance to maximize the use of limited resources.
- Programs must be developed that provide young people with opportunities for skills development that can lead to economic development and offer participants prosocial and economically profitable alternatives to violence.
- Violence prevention programs must be developed and funded that consider the multiple causes of violence and target not only the adolescent, but also the family, community, and public policy.

Most evaluation research could be improved by stronger research design, longer term follow up, and better documentation of program implementation. Several effective and promising evaluation strategies have been implemented by the Federal government in the past several years, including: making evaluation funding an integral part of program development; using evaluability assessments and constructing logic models; enhancing local evaluation capability; and linking evaluation findings to program development and practice (OJJDP, 1996). Sound and rigorous research evaluations can produce a strong knowledge base from which public policies, laws, and interventions can be developed and modified.

CHAPTER 2—METHODOLOGY

The evaluation synthesis of the Minority Male Consortium was executed through a series of tasks intended to determine program and evaluation designs, implementation barriers and strategies, and effectiveness of the different violence prevention models being carried out at the HBCU/FLCs. Specifically, Macro: performed an extensive literature review; collected and analyzed relevant program documentation and materials; conducted focus groups; examined target populations; developed a site visit discussion guide; conducted site visits to 10 selected HBCUs; developed and executed an analysis plan; interpreted analyses findings, including defining program models and analyzing the HBCUs' organizational capacity; and held briefings with Consortium leaders, members, and government personnel.

An attempt was made to include all 19 participating HBCUs in this evaluation effort. However, because of limited resources, the OASPE P-Panel' suggested that only 10 HBCUs be selected for site visits. The remaining 9 HBCUs were given the option to participate voluntarily in the evaluation by submitting all required materials and information to Macro International.

Selection criteria for determining which 10 HBCUs would receive site visits were established in a collaborative effort between OASPE, OMH, Consortium management, and Macro. The criteria for a site visit included:

- The HBCU/FLC must have data for years one and two of the program (with the exception of the three HBCUs—California State University, Southern University at Baton Rouge, and Voorhees University-that joined the Consortium in year two).
- The HBCU/FLC must be accessing youth who are at known risk for violence.
- The HBCU/FLC must have a community component in place.
- The HBCU/FLC must have clearly defined program activities.
- The HBCU/FLC program director and evaluator must be willing to participate in the evaluation.

All materials and information gathered from the 19 HBCUs were examined and the criteria for inclusion were applied to the programs. The **19** HBCUs were rank-ordered so that if one HBCU was unable or unwilling to participate, the next HBCU on the list would take its place, and

[1] The P-Panel is an internal, peer-review board at OASPE that examines the policy-relevance and technical adequacy of proposed studies and then recommends their approval or disapproval to the Assistant Secretary.

receive a site visit. The final ranking of the HBCUs can be found in Attachment 2. The first 10 HBCUs on the list received site visits from Macro. An additional three HBCUs voluntarily completed and sent materials to Macro, and therefore are included in this evaluation report. The total number of HBCU/FLC violence prevention programs described in this report is 13.

Literature Review

Macro developed a comprehensive annotated bibliography of violence prevention literature, including such topics as violence prevention curricula, school violence, gun violence, youth gangs, and domestic violence. Following the completion of the annotated bibliography, Macro then conducted an extensive literature review to examine the state-of-the-art knowledge relevant to the violence prevention program models being conducted at the HBCU/FLCs. Searches for this literature review were conducted electronically through the Lexus-Nexus, MEDLINE, National Library of Medicine, Dialog, and University of Maryland Library Systems. The models designed and implemented at the HBCU/FLCs were compared with the current state of knowledge in the field. The violence prevention literature review focused primarily on risk factors for violence, appropriate violence prevention target groups, violence prevention strategies, and evaluation of violence prevention programs.

Program Documentation

Macro's first step in determining which HBCUs met the criteria for a site visit was to collect and analyze all relevant program documentation from the 19 HBCU/FLCs, including but not limited to grant applications, quarterly reports, annual reports, evaluation reports, data collection instruments, and other related program materials. Macro made every attempt to collect as much information from each HBCU as possible by making requests to the program directors, program evaluators, Consortium management, and OMH.

Focus Groups

Macro staff attended the Second National Conference on Family and Community Violence Prevention, held November, 1996, in Baltimore, Maryland, where they conducted focus group discussions with HBCU/FLC directors and staff to gain a more precise understanding and definition of the violence prevention program models being implemented at the institutions. Additional program materials were collected during this conference for review and analysis.

Examination of Target Populations

Macro then conducted a thorough examination of the target populations, using existing program data and conducting structured interviews with appropriate staff, to compare the population reached through the program activities with local community groups currently at high risk for perpetrating or being victimized by violence. Barriers and strategies were examined regarding recruitment and retention of program participants.

Site Visit Discussion Guide

To ensure that similar data were being collected from each HBCU, a Site Visit Discussion Guide was developed (Attachment 3). This discussion guide was modeled after a site visit protocol

used in the evaluation of the Center for Substance Abuse Prevention (CSAP) High Risk Youth Demonstration. This model was chosen because the HBCUs participating in the Consortium have used the CSAP model of prevention as a guide in the development of their programs, and the High Risk Youth Evaluation examined very similar risk factors and strategies for prevention. Input for the final version of the Site Visit Discussion Guide was obtained from OASPE, OMH, Consortium management, and the HBCUs themselves. The Guide was also pilot-tested at one of the selected sites and final revisions were made following that visit.

The Site Visit Discussion Guide was organized into five major categories, including: Structural Issues, Implementation and Procedural Issues, Program Components and Activities, Outcome and Process Evaluation Issues, and Implementation Strategies. Each of these five components were further divided into Community and Campus Components. Site visitors were instructed to compile both process and outcome data collected by the HBCU/FLC directors and local evaluators, and to discuss the implementation and outcomes of the program activities. Site visitors were also advised to read all relevant materials provided by the HBCU/FLC and to record as much of this information prior to making the site visit. If any information was unclear, the site visitor was to discuss this with the program director or evaluator during the site visit and record the information on the Guide. Any additional information the program director or evaluator provided was to be attached to the Guide.

Site Visits

Macro conducted 2-day site visits to each of the 10 selected HBCU/FLCs. Macro staff spent one full day discussing programmatic issues, such as the design, organization, and implementation of the violence prevention program, with the program director and key personnel. The other full day was spent discussing the evaluation design, implementation, and findings (when available) with the program director and local evaluator. Macro staff visited some aspect of the program "in action" to see the activities being carried out and to hold discussions with program participants.

Following the conclusion of a site visit, Macro staff completed and typed a copy of the Site Visit Discussion Guide for each HBCU/FLC they visited. The completed set of Site Visit Discussion Guides was sent to OASPE for review; and following approval, a complete set was sent to OMH and the Consortium management team. Each HBCU/FLC visited received a copy of their own Site Visit Discussion Guide.

Analysis Plan

Macro developed an evaluation analysis plan that was designed to ascertain three broad areas of information, including:

- **Overall Effects:** what were the central effects of the program? What types of outcomes, outputs, and activities resulted from the OMH investment?
- **Replicable Designs:** through a descriptive analysis of the prevention strategies being implemented at the HBCU/FLCs, can violence prevention program models

be identified that appear to be effective and that are replicable?

- **Role of the Consortium:** what can be said about the effects on individual HBCU/FLC program performance as a result of the Consortium design and management?

A schedule of site visits, a list of Macro staff conducting each site visit, and a list of HBCU/FLC staff to be interviewed was also included in the analysis plan. The results of the previous tasks served as a guide to the development of this analysis plan.

Analyses and Interpretation of Data

Once the site visits were completed, and all relevant program materials had been collected, Macro began quantitative and qualitative analyses of the data. After reviewing the relevant program documentation, Macro began a descriptive analysis of the program models established at the HBCU/FLCs. Macro staff tried to ensure that they had a comprehensive understanding of the intervention activities encompassed in each of the model designs. They began clearly delineating similarities and differences among the various models, and examined barriers and strategies encountered by the HBCU/FLCs in their development and implementation of the program model(s).

The interpretation of the analysis findings are presented in this report. Included is a discussion of the limitations of the data, including reliability, validity, and generalizability. An analysis of the organizational capacity of each of the selected HBCU/FLCs was also conducted by Macro. Variables such as institutional support, staff turnover, etc. have been examined to determine their impact on the success level of the program models and the HBCU/FLCs capacity for future successful activity related to the project.

Meetings and Briefings

In May 1997, Macro presented the preliminary findings of this evaluation study to the Office of Minority Health and the Office of the Assistant Secretary for Planning and Evaluation. Macro then met with the Consortium grantees at their May 1997 meeting in Baton Rouge, Louisiana, and presented the preliminary evaluation findings, provided feedback to the Consortium on the evaluation process to date, and answered questions they had.

CHAPTER 3—DESCRIPTIVE ANALYSIS

This chapter of the report describes the types of program designs and interventions put into place by the HBCUs that provided information to Macro. Information is organized into Community and Campus Components. The results are presented in aggregate-no individual HBCWFLC is identified specifically. When available and appropriate, the number of HBCU/FLCs employing a particular type of intervention is presented in parentheses. This chapter is intended to give the reader a sense of the overall design and implementation of the various violence prevention programs, as well as to describe, in more detail, the specific activities that comprise the various strategies being used at the HBCU/FLCs.

OVERALL PROGRAM DESCRIPTION

The majority (11) of the HBCU/FLCs reported that their programs are fully staffed; only two reported that positions have yet to be filled. Overall, the number of positions in the organizational structure of the programs range from 4 to 20, with an average number of eight positions. Most of the HBCU/FLCs (11) have two to three full-time positions and the number of part-time positions range from 1 to 13, with an average of five part-time positions. Almost all of the HBCU/FLCs (11) have experienced some degree of staff turnover.

All of the HBCWFLC program directors are affiliated with their respective academic institutions and are located in the same city as their programs. Their disciplinary backgrounds vary, however: Five are administrators, three are sociologists, two are social workers, one is a nurse, and one is a prevention specialist. Almost all of the directors (11) report being "experienced" to "very experienced" in violence prevention programs, with anywhere from three to more than ten projects completed. Only two directors report that they have less project experience, with fewer than two completed violence prevention projects. Three HBCU/FLCs reported changes in the program director from the inception of the project, with most of these changes related to conflict between the program director and the program staff and/or the HBCU.

HBCU/FLC program evaluators have not been as stable as the program directors-seven HBCU/FLCs report one or more changes in evaluators since the program's inception, with most of these changes related to conflict between the evaluator and the program staff and/or the HBCU. Although seven of the evaluators are affiliated with the same college or university as the FLC, two are affiliated with a different college or university, and four are independent consultants. Most evaluators (9) are located in the same city as the program, however one is located in another city within the same state, and two are located in different states than the program. The evaluators' disciplinary backgrounds vary: four are psychologists, three are educators, two are sociologists, two are political scientists, one is a social worker, and one is a criminal justice specialist. Almost all of the evaluators (10) report being "experienced" to" very experienced" in violence prevention programs, with anywhere from three to more than ten projects completed. Three evaluators report that they have less experience with fewer than two

completed violence prevention projects. The HBCU/FLC evaluators spend an average of 15 hours per month in program contact.

DESCRIPTION OF COMMUNITY COMPONENTS

Reporting FLCs generally have developed more formal and stable designs for their community components than for their campus programs, which tended to change more often and to be less formally organized.

Community Program Designs

Twelve of the 13 HBCU/FLCs participating in this evaluation are located within their targeted communities. The community programs often use more than one setting-nine are school-based, two are church-based, five are in public housing, four are in community centers, and five are in other locations, such as the HBCU campus, the YWCA, and other community settings. One HBCU is located within 20 minutes of its target community.

Only three HBCU/FLCs report that program participants were selected randomly. Most of the HBCU/FLCs report that participants are referred to the program through school counselors, principals, churches, or other agencies. Table 1 depicts the eligibility criteria for participation in the community components.

Table 1. Eligibility Criteria

Criteria	Number of HBCU/FLCs Using this Criteria
Age Requirements	13
Residency Requirements	6
Family Income Requirements	2
Grade in School	5
School Performance Requirements	4
Affiliation Requirements	4
Other (e.g., substance use, pregnancy, referrals, disciplinary problems, incarceration. truancy)	10

Community component participants are recruited from several different sources, including: schools (12), neighborhoods (8), public housing (9), church (5), and personal referrals (5). Twelve HBCU/FLCs programs include family member participation. Family members include: mothers, fathers, guardians, grandparents, aunts, uncles, and other siblings.

The number of participants the community components intended to serve ranges from 15 to 3,700. The very large numbers tend to be associated with fairs, or other large events in which information is distributed to people who attend. The number actually served ranges from 12 to 3,300 participants. Five HBCU/FLCs report that the number of participants served was larger than was originally planned, five report that the number of participants served was smaller than was originally planned, and three reported that the number served was the same as what was originally planned. Most of the HBCU/FLCs (9) served essentially the same cohort of youth throughout the life of the community component, with only modest turnover. The rest served different cohorts of youth throughout the life of the program.

The amount of time a participants spends within the community component program varies widely. Table 2 depicts the typical amount of time spent by community participants in program activities.

Table 2. Time Spent in Community Component by Typical Participant

Description of Component	Range	Average Amount of Time
Total Amount of Time in Community Component	4 - 52 weeks	27 weeks
Total Amount of Time Spent in Core Activities of Community Component	3 - 54 hrs/wk	19 hrs/wk
Total Amount of Time Spent in Weekend Activities of Community Component	2 - 12 hrs/wknd	10 hrs/wknd
Total Amount of Time Spent in Summer Activities of Community Component	4 - 40 hrs/wk	18 hrs/wk

Implementation Issues Within Community Programs

The majority (10) of the HBCU/FLCs report some degree of community program implementation issues, with three HBCU/FLCs reporting major problems. Implementation issues included such areas as project management, staffing and turnover, space and facilities, recruitment and retention, funding, and evaluator issues. Table 3 shows a more detailed reporting of the number of HBCU/FLCs experiencing implementation issues.

Table 3. Types of Reported Implementation Issues

Type of Implementation Issue	Number of HBCU/FLCs Experience the Issue
Project Management	3
Lead Agency	1
Staff/Staffing/Staff Turnover	5
Space/Facilities	4
Recruitment and/or Retention	4
Evaluator	2
Funding	1
College/University Support	1
Other	5

A detailed matrix of both community and campus program activities being implemented at each HBCU/FLC, can be found in Attachment 4.

COMMUNITY PREVENTION STRATEGIES

As mentioned earlier, the members of the Minority Male Consortium developed a series *of* ***models*** to prevent family and community violence. Each of these models includes multiple strategies that in turn include multiple intervention activities. This section of the report discusses these strategies and intervention activities. A description of the intervention is given and program examples are provided, when appropriate. The strategies have been categorized into those targeting the individual, the family, and the community. It should be noted that there is a great deal of overlap among the strategies and activities. For example, one strategy might be mentoring, and within mentoring several other activities (or strategies) occur, such as conflict resolution, tutoring, and recreational activities.

Prevention Strategies Targeting the Individual

The majority of the strategies implemented at the 13 reporting HBCU/FLCs target the individual, and attempt to influence individual-based risk factors that place youth at risk for perpetrating or becoming a victim of violence. Such individual-based risk factors include: inadequate life skills; lack of self-control, assertiveness, and peer-refusal skills; low self-esteem and self-confidence; emotional and psychological problems; favorable attitudes toward alcohol and drug

use and violence; rejection of commonly held values and religion; school failure; lack of school bonding; and early antisocial behavior, such as lying, stealing, and aggression.

The following strategies are being utilized by the HBCU/FLCs to address individual-based risk factors associated with violence.

Mentoring

Mentors are often adults (or other youth working with their peers and younger students) who provide a positive, caring influence and standard of conduct for young people. They serve as role models, often to young people who have negative role models or no role models. Through a mentoring relationship, volunteers and participating youth make a significant commitment of time and energy to develop relationships devoted to personal, academic, or career development, as well as social, athletic, or artistic growth (Becker, 1994; OJJDP, 1997). The attention and interest bestowed on youth by the mentors can enhance the youth's self-esteem and strengthen his/her ability to choose nonviolent methods to resolve conflict (Centers for Disease Control, 1992).

Mentoring programs are used at many of the HBCU/FLCs. Seven HBCU/FLCs have adult mentoring programs, eight have college student mentoring programs, and six have peer mentoring programs. It should be noted that there is not a clear distinction between "college student mentoring" and "peer mentoring"—in campus programs, for example, HBCU/FLCs generally regard the college student as the "peer." Specific activities within the mentoring programs vary from school to school, but most often include such activities as rap session, tutoring, and social activities. Examples of mentoring programs are given below.

- Many HBCU/FLCs utilize their college students to serve as mentors to the youth participating in their community components. At one HBCU/FLC, mentoring sessions are led by student mentors, and occur four hours per week. The sessions focus on resiliency factors, such as value clarification, expressiveness, and short- and long-term goal setting. The specific mentoring activities include conflict resolution, rap sessions, community involvement, tutoring, and recreational activities and are intended to improve self-esteem, grades, school bonding, and increase the likelihood of graduation.
- The mentoring activities at another HBCU/FLC include a 5-hour orientation session and continuous leadership training for the college student mentors. These college student mentors are then paired with at-risk students living in a local public housing community. Mentoring activities include tutoring, prevention education sessions, and informal sessions aimed at enhancing academic performance, social bonding, self-concept, and self-esteem. Mentors also invite their students to social activities, such as plays, sporting events, and appropriate cultural programs so that students spend a significant amount of time in non-violent situations.

- Another mentoring program is intended to assist young males in developing a healthy relationship with an adult mentor to increase their problem solving and life skills. This mentoring program is also designed to demonstrate to the youth how a responsible adult male functions, without resorting to alcohol, drugs, or violence. This mentoring program utilizes adult volunteers from the surrounding community. These volunteers are provided with a one-day, 4-hour orientation session where they are briefed about: legal issues, liability issues, roles and responsibilities, relationship building (with the youth and his parents), and specific behavioral issues of the youth. The mentors are then matched to a child within the HBCU/FLC community component program. The mentor meets with the student at least two times per week outside of the HBCU/FLC program. This HBCU/FLC also provides "group mentoring" where college student mentors meet daily, for approximately 30 minutes, with the program participants and hold rap sessions with various topic areas, including: violence, relationships, responsibility, work, and substance abuse. Once a month an intensive group mentoring session is held in which the mentors and their students meet overnight and hold rap sessions.

- One HBCU/FLC's mentoring program utilizes an approach called "a downward spiral of mentoring" that appears to work exceptionally well with its community component participants. In this approach, college students mentor high school youth, high school youth are trained to mentor middle school youth; middle school youth mentor elementary school youth; and elementary school youth are trained to serve as role-models for pre-schoolers.

Problem-Solving and Communication Skills

Problem-solving and communication skills training provides young people with the ability to interact with others in positive and prosocial ways. Training often includes maintaining self-control, building communications skills, forming friendships, resisting peer pressure, being appropriately assertive, and forming positive relationships with adults. Nonviolent conflict resolution may also be included with these other social skills. It is thought that the acquisition of these skills will provide youth with appropriate standards of behavior, a sense of control over their behavior, and improved self-esteem (Centers for Disease Control, 1992).

Classes in conflict resolution and mediation training are intended to provide students with the opportunity to develop empathy with others, learn ways to control impulses, develop problem-solving skills, and manage their anger. Methods used to teach conflict resolution and mediation often include role-playing conflict situations and analyzing the responses to, and consequences of, violence (Centers for Disease Control, 1992). These strategies attempt to raise students' awareness that violence begets violence, that there are healthy and unhealthy ways to express anger, and that nonviolent alternatives are available for dealing with conflict. They focus on

clear communication and effective listening to what others are saying, and becoming aware of bias, misperceptions, and stereotyped thinking.

Twelve out of the 13 HBCU/FLCs participating in this evaluation utilize problem-solving and communication skills training in their community programs. The primary focus of these skills-training programs is conflict resolution. Other topic areas covered in these programs include conflict mediation, anger management, stress management, problem-solving skills, communication skills, peer-resistance and refusal skills (e.g., alcohol or drug refusal), and decision-making skills. The training sessions are most often delivered through workshops and seminars, although a few HBCU/FLCs deliver the training through regular sessions with participants and include such activities as role playing. Several HBCU/FLCs contract with expert consultants in conflict resolution and mediation to design and deliver the training. Examples of problem-solving and communication skills programs are given below.

- One HBCU/FLC has developed a life skills and conflict resolution training program that is delivered in an after-school program. The program is designed to enhance life skills, especially conflict resolution, peer-resistance, and refusal/avoidance skills for substance abuse. The activities are conducted two times per week, for 1% hours, over a 13-week period. Approximately nine hours are devoted toward life skills, nine hours toward conflict resolution, and ten hours toward drug awareness and refusal. This HBCU/FLC also uses a nationally recognized conflict resolution program- *Alternatives to Violence Program* (AVP)—with high school students. The AVP is designed to teach youth strategies for handling conflicts at school and in the community. It deals with issues of anger, fear, communication, relationships, violence, self-awareness, and goal-setting. The AVP is administered by inmates of a local jail, who train the HBCU/FLC college students and staff to conduct conflict resolution and violence prevention workshops. The college students and staff then conduct the AVP workshops in health classes at a local high school. Twenty-two hours of training are delivered over a 13-week course. The AVP training has been so successful that the high school has incorporated it as a part of the regular health class curriculum.

- To modify adolescents' attitudes and behaviors that could lead to violence and crime, one HBCU/FLC has contracted with a local, community-based conflict mediation agency to develop a program that teaches conflict mediation, communication skills, and leadership skills building. Consultants from the conflict mediation agency meet with community participants twice per month to deliver the training. Conflict mediation is utilized to teach youth necessary skills to handle conflict where there are no losers-a "win-win" situation. Success of these conflict mediation sessions has been confirmed by school counselors who interact daily with participating youth. Youth are also taught effective

communication skills and leadership skills that focus on problem-solving, decision-making, goal-setting, and follow-through.

- An after-school program that runs for nine weeks, with 36 one-hour meetings, has been developed at another HBCU/FLC to conduct activities that help students acquire necessary communication skills to express themselves and understand others effectively. Students are taught the fundamental concepts and skills of conflict resolution through the use of standardized conflict resolution curricula, such as Slaby, Brewer, and Dash's "Aggressors, Victims, and Bystanders," Prothrow-Stith's "Violence Prevention for Adolescents," and the Constitutional Rights Foundation Society's "Living Law Criminal Justice Curricula."

Cultural Enhancement Activities

Ceremonies or traditions that strengthen a sense of cultural, familial, and community-attachment are often found in violence prevention programs. Youth who participate in ceremonies that strengthen a sense of culture, family, and community develop a sense of connectedness with the community. Rites of passage activities often use traditional practices from Africa and adapt them to the contemporary needs of young people in urban United States communities. Rites of passage programs are designed to instill a value system and a sense of pride and self-worth in young people that encourages them to succeed, as well as instilling intergenerational pride and self-esteem (Hendrix and Molloy, 1990). The programs emphasize leadership, critical thinking, decision-making, and problem solving.

Almost every HBCU/FLC in this evaluation conducts some form of cultural enhancement or cultural grounding activity, with five schools specifically conducting rites of passage programs. The major focus of these cultural enhancement activities is to convey to participants knowledge of and pride in their African origins and heritage, in an attempt to enhance their racial identities and improve their self-awareness and self-esteem. The primary activities within these cultural enhancement strategies are exposure to African history, art, music, and dance through trips to museums, historical landmarks, cultural events within the community, and church services. Rites of passage programs are comprised of more concentrated cultural activities, including such things as opening ceremonies, closing ceremonies (crossing over), African principles (Nguzo Saba), African history, African language, and naming ceremonies?

[2] The seven principles of Nguzo Saba include:

1. Umoja-the principle of unity
2. Kujichagulia-the principle of self determination
3. Ujima-the principle of collective work and responsibility
4. Ujamaa-the principle of cooperative economics
5. Nia-the principle of purpose
6. Kuumba-the principle of creativity

- One HBCU/FLC conducts "Black and Proud" cultural grounding activities to provide the youth with an understanding and appreciation of African-American history, culture, and tradition. After-school creative arts programs, such as dance and music, are provided. Other activities include conflict resolution, church services and youth groups, field trips, creative arts, community services, and volunteer experience, that are designed to provide increased self-awareness and involvement in the community. Youth are also provided with a wide range of educational experiences and are exposed to museums and spiritual activities. These culturally grounded activities are resiliency focused.

- Another HBCU/FLC provides cultural diversity workshops, cultural events, and a black history month program for its community component participants. The program operates under the theory that for African-American youth and families, the enhancement of cultural identity and pride, as well as increased religion, are important buffers against risks for violence.

- A Cultural Awareness Program has been designed by another HBCU/FLC for children ages 5-l 8 years old. This program provides classes and special seminars in cultural enhancement, where the seven principles of Nguzo Saba are taught. Emphasis is placed on the application of these principles. The program also sponsors cultural trips to civil rights museums, to improve participants' knowledge of their history and culture.

- One HBCU/FLC provides a rites of passage program for mothers of their younger participants. The mothers of the children attended a weekend conference, where rites of passage activities are held. These activities are designed to explore positive steps to becoming more productive and developing a greater sense of self and community.

- Weekly rites of passage activities are conducted for young men and women at another HBCU/FLC. The rites of passage program is comprised of a series of activities (therapeutical and educational) designed to empower the adolescents and to improve their self-image, sense of worth, and sense of self as an African American youth. A rites of passage curriculum is followed. Activities include identifying cultural symbols and discussing their meaning, drawing logos, and repeating an oath. Closing ceremonies are also conducted where participants learn about phases of development, achievement, and cultural rituals to celebrate passages.

- The entire framework of one HBCU/FLC is designed around cultural grounding and the seven principles of Nguzo Saba. In addition to offering African history

7. Imani-the principle of faith

classes and cultural outings, this HBCU/FLC has an extensive rites of passage program. Rites of passage activities include: opening and closing ceremonies; knowledge and application of the seven principles of Nguzo Saba; the application of spiritual principles to show respect to ancestors and God; naming ceremonies-student mentors choose a particular name for the participant that engenders a particular value of the participant; and libation ceremonies (unity cup)-the participant places his hands on a vessel before entering room and silently offers thanks to his ancestors, then he pours water into cup and vocally offers thanks to his ancestors and elders. Younger participants also "graduate" into a program for older participants. In order to participate in the program for older participants, the youth must be recommended by an older student. An initiation occurs that includes being blindfolded and seated in circle; participating in readings about commitment and sacrifice; lighting of unity candles; drinking from the unity cup; reading of African poetry; playing of African drums; reciting an oath; and learning secret handshakes and greetings.

Increased Awareness and Education

Many of the young people participating in the HBCU/FLC programs have been exposed to alcohol or other drug (AOD) use, as well as violence by peers, family members, and others within their communities throughout their lives. In order to combat the negative effects of this exposure, many HBCU/FLCs incorporate education and awareness programs within their community components. The purpose of these activities is to affect participants' knowledge, attitudes, and beliefs about substance abuse and violence, and to make them more aware of violent situations and ways to prevent and/or avoid them. New knowledge and skills can help change or reinforce behavior and/or attitudes, thus reducing the risk of perpetrating or becoming the victim of violence (CDC, 1992).

Every HBCU/FLC in this evaluation provides some form of prevention education and increased awareness, particularly about alcohol and drugs, violence, gangs, dating and relationships, and related health issues (i.e., HIV/AIDS, STDs, pregnancy, and hygiene). These programs are always delivered through either workshops/seminars, rap sessions, or guest speakers.

Improved Academic Performance

Student academic performance is broadly considered to be an important element in reducing violence potential. Improved academic performance will enhance a student's self-esteem and increase the chances of bonding to the school. School bonding is viewed widely as a leading indicator of lower violence propensity. Nine of the HBCU/FLCs participating in this evaluation have developed tutoring/homework programs as a part of their community components. Four of the HBCU/FLCs provide tutoring/homework assistance to community participants, as needed. The other five provide structured tutoring programs. Tutoring is most often provided by the program staff and college student mentors. One HBCU/FLC, however, also uses outside consultants and parents as tutors, in addition to mentors and program staff. Examples of tutoring

programs are provided below.

- At one HBCU/FLC, tutoring is part of the mentoring program. Participants receive tutoring 4 hours per week in English, math, social studies, science, and homework assignments. A youth who attends the community-based prevention program, who actively participates in the program activities and maintains a grade point average of 3.0, is offered a full four-year scholarship to attend the HBCU upon graduation from high school. This program measures the success of its tutoring program through school performance and school bonding indicators.
- Youth receive tutoring three times per week in reading, composition, grammar, spelling, math, social studies, science, art, computer education, handwriting, health, physical education, and music at another HBCU/FLC. Grades in school are measures of success for this tutoring program. This HBCU/FLCs has found that the average letter grade for tutoring participants was a "C" before tutoring and a "B" after tutoring.
- An outside tutor has been hired by another HBCU/FLC to provide daily, one-on-one tutoring (for approximately 40 minutes) in reading. Homework assistance is provided by program staff, college student mentors, and parents for one hour per day. Math tutoring is also available. This program also has two outside consultants who teach computer skills to the community youth, as well as assisting them in completing their homework assignments on the computer. An interesting facet of this community component program is a reading incentive program. Students are paid up to $50.00 for individually reading a book (depending on the type and size) and then passing a test about what they have read; if they read as a group, they may receive up to $75.00 per book and test. The program has found significant improvements in the participants' grade point averages; several participants have also been accepted into college.
- Another HBCU/FLC provides tutoring four times per week in a public housing project. The tutoring program utilizes 6 student organizations and 30 college students, faculty, and staff to tutor 50 community youth, ages 6-18 yrs. Youngsters are awarded with a variety of certificates based on grades and general participation in program. The HBCU/FLC director also works with student organizations to read to pupils at a local elementary school. Reading is done twice per month. At the end of the year, they have a "lock-in" for one night-students and staff mentors, advise, and read to the youth. This HBCU/FLC's summer program teaches many subjects to participants, including: basic business, math, entrepreneurship, culture, politics, art, computers, geography, and sports. To gauge success, the program reviews participants' report cards. They have found some improvement in grades in all areas, including behavioral conduct.

Increased Work/Employment Opportunities

Work/employment opportunities are intended to provide alternatives to violence-related behaviors, as well as building self-esteem and confidence. The strategies often consist of job and career counseling, job skills training, opportunities to work or volunteer, and job shadowing (Northrop, et al 1991). Several HBCU/FLCs (11) have incorporated work/employment opportunity strategies within their programs, that include such activities as entrepreneurial training, involving the business community, job shadowing (following and observing a professional at work), summer employment, and vocational development/career. Below are examples of such programs.

- One HBCU/FLC has a summer program that has a youth entrepreneurship component, implemented by an outside company. This component is operated 3 hours a day, for four days a week, over a 7-week period. The program provides a positive alternative to the selling of drugs to African American youth. A major objective of this training is to enhance adolescents' capabilities in such areas as creative design, developing business logos, preparing business and marketing plans, marketing strategies, and fund-raising. Participants form mock companies that involve business logos and business and marketing plans. The youth are trained in using imprinting techniques to product tee shirts for each of their companies as well as personally-designed tee shirts for themselves. These participants have gone on to develop an actual company, moving from theoretical business concepts to the actual sales of their products.
- Another HBCU/FLC sponsors a career day, which includes job exploration and shadowing of community leaders and HBCU faculty.
- An HBCU/FLC program that is housed in the university's School of Nursing takes advantage of the program's affiliation by sponsoring workshops about careers in nursing and other health professions, forming a Future Nurses Health Career Club, and sponsoring Health Fairs.
- The local business community is involved by another HBCU/FLC by inviting professionals, including doctors, lawyers, and architects, to come and speak to the program participants. These business community professionals also allow program participants to observe them at their jobs (job shadowing) for ½ day. The HBCU/FLC also assists older program participants in finding summer jobs.
- A major objective of another HBCU/FLC is to train and prepare youth and parents of troubled families in variety of areas, including GED preparation classes, business training, interpersonal and computer skills, and to provide assistance with the job creation process that can lead eventually to economic independence and viability. A special adult program has been designed and implemented in which parents are taught parenting skills, computers, and entrepreneurship.

- Another HBCU/FLC has linked with a local organization entitled The Entrepreneurial Development Institute to provide training opportunities for selected youth and adult residents to learn how to establish two small businesses.

Recreational Activities

Recreational activities as a strategy for violence prevention are based on the theory that, when given alternatives, high-risk youth will be less likely to engage in criminal or violent behavior, use drugs and alcohol, and socialize with other youth who may be engaged in negative activities (Wilson-Brewer and Jacklin, 1990). Alternative activities also provide an excellent outlet for tension, stress, and anger, thereby serving as a significant means of preventing violence. All of the HBCU/FLCs participating in this evaluation provide some type of recreational or alternative activity to their community component participants. These activities include field trips, participation in sports, attending sporting events, cultural activities, church services, movies, carnivals, arts and crafts, music, theater, and dance. Many of the activities are culturally enhancing and most are done with the program staff and mentors. Most activities are intended to provide alternatives to violence, along with exposing the youth to other facets of life. Recreational activities are also used as incentives and rewards for participation in the programs.

Prevention Strategies Targeting the Family

A few of the HBCU/FLCs examined in this evaluation incorporated prevention strategies targeted toward family-based risk factors. Family-based risk factors, include family conflict and domestic violence; family disorganization; lack of family cohesion; social isolation of family; heightened family stress; family attitudes favorable to drug use; ambiguous, lax, or inconsistent rules and sanctions regarding alcohol and drug use and violence; poor child supervision and discipline; and unrealistic expectations for development.

The HBCU/FLCs that target family-based risk factors utilize several techniques, such as case management, self-help groups/support groups, family therapy, play therapy, group counseling, individual counseling, parental involvement, and parenting skills for parents of youth. The definitions of these techniques vary at each HBCU/FLC, and the activities are implemented with differing levels of intensity. There is a tremendous amount of overlap among these strategies. All of the HBCU/FLCs involved parents and family members in the programs, to some degree.

The following are examples of the key strategies being used by the HBCU/FLCs to address family-based risk factors associated with violence.

Case *Management*

Six of the HBCU/FLCs examined in this evaluation utilize some form of case management as a strategy in their violence prevention programs. The operational definition of case management differs at each HBCU/FLC, ranging from following the progress of individual students in school and at home, to brokering social services to students and their families.

- One HBCU/FLC uses multiple strategies, including outreach, assessment, referral,

parent-to-parent support groups, and family recreational activities to address family-based risk factors. This HBCU/FLC defines their case management activities as providing individual and group counseling to participants through life and coping skills workshops.

- Another HBCU/FLC attempts to stabilize the family in order to improve school attendance. Their case management activities include counseling, home visits, parent support groups, and linkages to community services.
- Three staff members at another HBCU/FLC monitor the performance and behavior of the students in their community component program. They attend the students' classes, meet with their teachers, and hold conferences with their parents.
- Another HBCU/FLC devotes 20-hours per week to case management activities. In this program, staff make necessary referrals, home visits, assess the living environment, and maintain client files. The HBCU/FLC also provides linkages and support to clients and assists them with referrals to other social service agencies.
- Positive parenting skills and family interactions are critical to healthy development. One HBCU/FLC provides case management and referral in which social services, designed to address the needs of the family as a unit or individually, are available. Their services consist of ongoing assessments of client needs and referral/follow up for treatment and/or social support services. They place an emphasis on family, school, and community. The case management approach was adopted as a central approach to stabilize and empower participating families as a precursor to introducing effective prevention education. Seventeen families now receive case management activities, which include assessments, services planning, interventions, individual and family counseling, referrals, and follow up.

Parenting Skills

Improving parenting skills through specially designed classes for parents can improve how the parent and child interact. The improvement in the relationship may reduce the risk of childhood behavior problems and subsequent antisocial behavior that may predispose an individual to violence later in life (Centers for Disease Control, 1992). Programs targeted toward parents often address the psychological needs of the parents, the parental behaviors that influence the physical and social development of their children, and the stresses and social supports that can either help or hinder parents' ability to adapt to their children's needs (Centers for Disease Control, 1992).

Nine of the HBCU/FLCs provide parenting skills training to parents and guardians of their community component participants. The focus of the parenting skills training was often

communication skills, child discipline, time management, and conflict resolution. Some programs helped parents assess local resources, while others sponsored support groups. Most of the schools presented the parenting skills training through workshops. However, a few had scheduled meetings for parents, at least once a week for one to two hours. For example, one HBCU/FLC provides parent support groups, which are psychosocial/educational groups designed to teach parents specific skills for dealing with children of varying ages. The groups also provide parents with support for any issues and concerns they may have relating to their interacting with their children and/or their parenting skills and abilities.

Family Therapy

Although not common, two HBCU/FLCs use family therapy as a strategy for violence prevention within their community components. One HBCU/FLC has enlisted a licensed counselor to provide family therapy, as needed, to assist families in crisis. The other HBCU/FLC includes family therapy as a part of their case management and family retreat. They have found through experience that family therapy can lead to strengthened families, which in turn improves family bonding with youth potentially at risk. The family retreat consists of two full days of group activities that are conducted for parents and adolescents separately and are followed by combined family group activities (i.e., role playing and other exercises) that engage and encourage the families to practice the newly learned skills in a safe and nurturing environment. Participants also engage in recreational activities in an effort to explore the interactive styles of young males who often feel alienated from their parents with fluctuating resources. Finally, parents and youth are offered solutions to fosters better communication skills to minimize domestic conflicts and confusion surrounding parental expectations.

Individual and Group Counseling

Six HBCU/FLCs report that they use individual or group counseling as a strategy toward violence prevention. One HBCU/FLC defines individual and group counseling activities to be life coping skills workshops, held in a public housing complex. Several HBCU/FLCs define group counseling as rap sessions held with participants. Another program provides one-on-one sessions for 12 clients, weekly, where violence prevention strategies are discussed. As mentioned above, case management is often defined as individual counseling. Only one HBCU/FLC reports the use of professional counselors to provide counseling services to program participants.

Prevention Strategies Targeting the Community

Several of the HBCU/FLCs examined in this evaluation developed strategies to target community-based risk factors, which include community disorganization; lack of community bonding; lack of cultural pride; community attitudes favorable to drug use and violence; availability of alcohol, drugs, and weapons; and inadequate youth services and opportunities for prosocial involvement. The HBCU/FLCs that addressed community-based risk factors did so through the development of violence prevention networks and community coalitions. Additionally, almost every HBCU/FLC developed a directory of community agencies and

services and used this directory as a resource for participants and their families. Below are a few examples of the strategies implemented to target the community.

- One HBCU/FLC has developed and maintained a violence prevention network aimed at reducing the incidence of violence among African-American families and communities. The HBCWFLC enhances its program activities through strong linkages with local schools, universities, churches, and other community-based organizations. This HBCU/FLC also serves as a clearinghouse and diffusion network for disseminating information on violence, alcohol and drug prevention in the local community.

- The most significant aspect of another HBCWFLC is its collaboration with other organizations, groups, agencies, and stakeholders through the HBCWFLC Advisory Board. The stakeholders include a residential treatment center, the city's housing authority, the city's police department, city schools, the county juvenile court system, city council members, state legislators, and many other community organizations, service providers, and funding sources. These stakeholders provide advice and ideas for continuous improvement of the HBCWFLC, identify funding opportunities, serve as guest speakers, and assist with program delivery. The HBCU/FLC holds city-wide and county-wide forums each quarter, and meets with the Advisory Board monthly.

- Another HBCU/FLC has developed a community coalition that is comprised of community leaders, members of the clergy, law enforcement officers, judicial personnel, concerned citizens, educators, and social service directors. Members of the coalition have organized the group to include an executive committee and four subcommittees (education, government, intervention/prevention, and parents and community). The subcommittees were developed as a result of two town meetings that were attended by approximately 150 persons from the community. The HBCU/FLC Community Coordinator is a part of the executive committee of the community coalition and serves as a resource to the staff of the HBCU/FLC and the HBCU. The first issues addressed by the coalition was the growing awareness of youth gang violence in the city. The city's Chief of Police, who is a member of the coalition, collaborated with members of the coalition and worked with members of the juvenile court to propose the adoption of a gang ordinance to the City Commissioners. The community coalition assisted in drafting the gang ordinance that was later adopted by the city.

- An "African American Males Collaborative," developed by an HBCU/FLC, is a network of over 200 community-based programs, faith communities, schools, government agencies, and concerned individuals. This coalition is convened twice a year for violence prevention training by the HBCU/FLC. A directory of these different groups has been published by the HBCU/FLC and is used for

referrals, networking, and information dissemination. Examples of partnerships formed through the Collaborative are mentoring support groups and training sessions co-sponsored by the HBCU/FLC and a regional organization entitled "Each One Save One." They have also developed a metro-wide Conflict Resolution Trainers' Association, which is co-sponsored by the HBCU/FLC as a subcommittee of the city council's task force on conflict resolution. Two other major initiatives have resulted from the Collaborative-the HBCU/FLC, along with the city chapter of One Hundred Black Men of America, Inc. and the Louis Armstrong Manhood Development sponsor workshops and training sessions for 65 adolescent males and their families twice a year. The HBCU/FLC has also awarded mini-grants to 73 educators in the public schools who have created or expanded a wide variety of innovative programs and activities which are designed to help prevent or reduce violence among approximately 11,000 students in classes from prekindergarten through twelfth grade. No objective performance information was available on these mini-grants.

DESCRIPTION OF CAMPUS COMPONENTS

The Campus Components implemented at 12 of the HBCU/FLCs participating in the Consortium are described below. The results are presented in aggregate-no individual HBCU/FLC is identified, specifically. This descriptive analysis is intended to give the reader a sense of the overall design and implementation of the violence prevention programs aimed at the various campuses of the HBCUs, as well as to describe, in more detail, the specific activities that comprise the various strategies being used at the HBCU/FLCs.

Unlike the Community Components, the programs implemented on most of the campuses have been less formally organized, and subject to greater change than has been true for the community programs. Despite this less formal organization and design, many of the campus programs follow the same types of interventions as can be found in the communities. Unlike community programs, however, the programs implemented on campus tended to be focused on individuals as opposed to community programming which was aimed at families and groups, in addition to individuals. Many campus programs are delivered in group settings, e.g., workshops and residence halls, but the information being delivered is mainly targeted at changing individual knowledge or behavior. The major types of interventions included in the campus programs include the following:

- Integration of violence prevention material into course curricula
- Mentoring of younger students by older students
- Train-the-Trainers
- Workshops

- Media-based Interventions
- Basic security services, such as escort services
- Cultural Awareness
- Conflict Resolution

Integration of Violence Prevention Material Into Course Curricula

Many programs thought initially to integrate information on AOD, conflict resolution alternatives, date-rape and other violence prevention issues into regular academic courses. Given that students are captive within their classes, this approach seemed appealing as a relatively inexpensive way to get new information to students. There is no theoretical prevention base for such an approach, but it represents a natural implementation focus on a college campus. This approach proved to be difficult for some FLCs to achieve in practice, because faculty responsible for design of their curricula, are forced to focus mainly on the core content of their courses. Attempts to integrate new material generally requires other material to be deleted. Unless the specific violence prevention subjects advance the student knowledge and preparedness toward a degree, such substitutions often prove to be very difficult to achieve[3]. Despite the difficulties a number of programs have been successful in getting prevention-based material into courses.

- The campus-based component of one HBCU/FLC utilizes two strategies: prevention education and environmental change. Through the prevention education strategy, violence and AOD prevention literature and methodology are integrated into several undergraduate courses to establish curriculum infusion within traditional course offerings. Prevention activities are integrated into at least three undergraduate courses: Personal and Community Health, Current Issues in Health, and Organization and Administration of School and Community Health. Academic reinforcement is also provided at the undergraduate level. Academic reinforcement includes identification and training of a group of students to become academic tutors and mentors for their peers on campus as well as for the groups of youth in community component.
- In one program, curriculum integration is one part of a multi-pronged strategy.

[3] Despite the wide range of successes and failures in getting material integrated into courses, none of the evaluation studies reviewed by Macro address this issue in terms that would shed light on why certain programs were successful and others decided to drop this approach altogether. One possible explanation is that HBCU/FLC directors who are more closely integrated into the academic community, through prior association with the faculty or closer personal ties to academic or administration officials, will experience greater success in convincing faculty to integrate material into course offerings.

Curriculum enrichment/integration includes the participation of selected academic departments in contests regarding violence and drug prevention. Three contests are held: Public Speaking Contest, Essay Competition, and Art Competition. Violence and Drug Prevention Week is a week-long event organized by campus organizations and units to implement creative and innovative prevention strategies. Collaborative partners included university police, the student health center, and the Office of Student Development. The Drug Action Committee, along with the school's upper division coordinator and university legal counsel, provided violence and drug education in the male and female residence halls. Curriculum integration also includes an assessment of violence and drug content in the school of nursing's curriculum by faculty and consultants. Course syllabi have been revised to include this content. An internationally and nationally recognized nursing leader provides seminars in nursing courses on issues of violence related to women, especially minorities.

- Another HBCU/FLC campus component utilizes a strategy where violence prevention and reduction activities are integrated into the required General Orientation course and via the leadership of the Black Male Initiative. Presentation vehicles include peer-led classroom discussions, leadership training, dormitory forums, role-modeling simulations and interactions, community service projects, dissemination of information, undergraduate research, an annual Violence Prevention Conference, and the university's first Prevention Hotline and Security Escort Task Force. Additionally, this HBCU/FLC coordinates many of its campus activities with other community youth-serving agencies and stakeholders in order to expand its impact on violence prevention city-wide. This significant prevention effort furthers outreach into communities whose goals are also violence prevention.

Mentoring of Younger Students by Older Students

Mentoring as an intervention derives its strength from the same sources as community programs. Generally, mentoring programs pair upperclassmen with younger, generally first year students to provide both a role model and a source of advice and guidance.

- One HBCU/FLC has based its campus component on the Center for Substance Abuse Prevention (CSAP's) substance abuse prevention classification system. The HBCU/FLC campus prevention activities fall into three categories: the Multidirectional strategy, prevention education, and resiliency focused strategies. The campus-based program has a Peer to Peer Mentoring Program (multidirectional and resiliency focused) for first year students at the university level. First year students are given an assessment to identify characteristics that have been classified as at risk. Some of the categories are self esteem, assertiveness, predisposition to alcohol and drug use, exposure to violence,

conflict resolution skills, predisposition to violence, impulsiveness, loss of control, and other at risk characteristics. Half of the first year class is assigned a peer mentor, and the other half is placed into a comparison group. The students throughout the semester meet with their mentors to discuss issues, to work out problems, and to be advised on situations.

Train-the-Trainers

"Train-the-Trainer" interventions are based on community action models, in which effects of training or workshops from a few "experts" can be amplified by recruiting additional members of the community into trainer roles.

- The campus-based component of one HBCU/FLC implements a train-the-trainer model or peer training by sending six to nine upperclassmen to the consortium-wide leadership training. The student leaders have also participated in the pre- conference training session offered by the Minority Male Consortium's National Conference. Student leaders also participate in ongoing training and supervision with the training coordinator throughout the year as they present the material to their cohorts in the training seminars. The HBCU/FLC also trains student cohorts through prevention education. An "emotional intelligence" curriculum is used, which seeks to address the underlying deficits in emotional and social skills widely believed to underlie or even predispose young people to violence (acting out) and/or substance abuse. The curriculum is enriched by association and integration with an Afrocentric framed Freshmen Orientation Program that addresses self-esteem deficit issues at the socio-cultural level. The program also includes health or wellness information/education.

- Another HBCU/FLC campus component is comprised of a core group of eight student volunteer leaders (six males and two females) and more than one hundred other undergraduate volunteers who are trained to conduct violence prevention focus groups for their peers and provide mentoring and tutorial services to approximately one-hundred fifty elementary and middle school students from area schools. Within the campus component there are seven different programs which afford student activists opportunities to serve either as mentors, tutors or recreation facilitators: Campus Partners in Learning, The Homework Clinic, In School Tutoring, Men on the Move, Our Story, Project Rise, and Teaching Young Children. These programs operate on weekdays, with occasional activities on weekends and evenings, from September through April. Multidirectional and prevention education strategies are utilized by HBCU students during the implementation of these activities.

- Prevention education and outreach is the primary thrust of the work in another HBCU/FLC campus component. Opportunities are made available for student advocacy, leadership development, and implementation of prevention education

activities. The HBCU Student Task Force on Violence Prevention remains a critical strategy for motivating student involvement in the HBCU/FLC's campus-based activities. The Task Force has initiated several activities designed to educate both students and the community-at-large on the many types of violence, strategies for prevention and/or reduction of violent behaviors. These activities include televised summits, seminars, and training workshops on such topics as conflict resolution. In addition, the program provides learning opportunities for students through the use of internships, practicum experiences, research assistantships, and volunteer opportunities.

Workshops

Workshops are one of the main approaches used to deliver a wide variety of information to students on AOD awareness, general violence prevention, including such specific topics as date-rape.

- An HBCU/FLC's campus/academic component provides violence prevention education through a series of focus groups with primarily, undergraduate students. The series address issues of stress and violence; alcohol and drugs; students and family relations; African American male/female relationships; and gender/sex issues. This component is implemented by planning with the Office of Student Affairs and student organizations. The HBCU/FLC also trains Resident Assistants (RAs) in communication skills, stress and time management, conducting mediation, forming coalitions, networking in community. Workshops are provided in the areas of AOD education, problem-solving skills, violence awareness, date rape, relationships, differences, the plight of the black male, and stress/time management. Undergraduates have community service activities, in which they provide tutorials at a local middle school.

- In addition to. having mentors, the students at one campus program are also invited to attend workshops and programs focusing on violence prevention, and alcohol and other drugs' prevention. The HBCU/FLC provides Residential Halls Conflict Resolution Workshops (prevention education). The workshops are designed to be incorporated into the floor meetings and to provide skills for residence living in the halls with conflict resolution skills, anger management, and negotiation skills. The HBCU/FLC also sponsors the "Man to Man Workshop Series" (prevention education and resiliency focused). The workshop series is designed to educate students about men's issues, such as male socialization, violent behavior, relationships, intimacy, sexual behavior, and responsibility. The focus is to deal with male issues, personalizing concepts, and developing personal action plans. The HBCU/FLC co-sponsors with the University Counseling Services a Male Rites of Passage Program (resiliency focused). The purpose is to provide male students with an opportunity to participate in individual and

collective passages into adulthood while exploring issues of African-American values and identity, self-esteem and awareness, problem identification and problem solving, and alternatives to violence.

- One HBCU/FLC campus-based component is concentrated in two directions: general campus-wide activities and the Minority Male Consortium. This component is designed to provide faculty, staff, and the student body with the opportunity to increase their knowledge about violence prevention and provide an opportunity for at-risk African American males to attend and complete college. Campus-wide workshops are conducted in male and female dormitories during the academic year. The overall goal of these workshops is to educate students about the nature and scope of violence, and to provide vital information regarding the following: negative consequences of violence, not only for society as a whole, but for students who contemplated taking aggressive actions; teaching students how to negotiate nonviolent situations versus conflict situations; and developing empathy with others, learning ways to control impulsive behavior, developing solving-skills and managing their anger.

- One HBCU/FLC's campus component sponsors activities that are multi-directional, and includes prevention education and environmental change. Workshops and seminars are provided about such topics as AOD education, problem-solving skills, conflict resolution, related health issues, gang awareness, and violence awareness. The HBCU/FLC collaborates with the Student Government Association (SGA) and the freshman class to provide prevention education awareness programs and information to students. It sponsors three positive peer clubs-FLARRE (Family Life and Revised Real Men Experience Project), which provides mentoring, tutoring, and leadership training for students; Optimist club, which sponsors an oratorical contest; and NAACP, which conducts voter registration and education programs, canned food drives, and a book campaign. The HBCU/FLC also conducts sessions on violence prevention for the Freshmen Year Experience Orientation Classes. The HBCU/FLC encourages faculty to assign students in the Honors program, the undergraduate sociology, criminology, and research methods classes to conduct research and write papers on various aspects of violence prevention. The HBCU/FLC also encourages faculty in the graduate program in education to suggest to graduate students research focused in the area of violence prevention. The HBCU/FLC conducts workshops for the campus security staff and encourages them to consider ways to enhance safety and security on campus, such as the use of identification badges to improve safety and security on campus, expanded escort services for students to and from the library and dorms at night, and improved lighting on campus. The HBCU/FLC also sponsors a forum each semester for students on some aspect of violence prevention and leadership skills, so they can serve as mentors, tutors, and

to volunteers.

Media-based Interventions

Because many colleges have access to radio and television through campus-originated stations, a number of HBCUs use such access to beam prevention themes and messages to the campus as a whole, often getting that message out to the larger surrounding community as well.

- Included within its multi-pronged strategy in one school is a series of broad interventions aimed at bringing new information to larger groups than is possible through workshops and other smaller settings. The public awareness strategies include public service announcements on violence and drug abuse and media prevention campaigns aired on radio stations and community billboards. Violence Prevention Week is a mobilization event for the campus. It serves as a mechanism for increasing awareness abut violence and drug use, recruiting students for involvement in the program and increasing campus participation in programmatic activities. A Campus Sing-Out Against Violence and Drugs closes the week with speakers from community organizations addressing violence and drug prevention issues. The research component provides a comprehensive family assessment which allows for the development of a database for violence and drug use behaviors and resiliency factors.

- One program hosts an Anti-Violence Week (prevention education, health information, and multi-directional). The purpose of this week is to educate, advise, and teach violence prevention strategies to the university community. The week is distinguished by inviting local faith communities to pray for an end to violence, a purple ribbon campaign, a students' speak out on violence day, a chapel service, a violence prevention presentation, and an annual anti-violence luncheon.

Basic Security Services

General awareness of violence on campus is one aim of many programs, i.e., to make students aware of the potential for violence and of ways to avoid such situations. Going farther, though, a few programs have organized specific programs aimed at changing the potential for violence on campus, and escort services are one such method. Most such programs were still too new to have effected changes in the incidence of violence on campus, but they show promise as a way of changing both the perception and the reality of violence on the campus itself.

- One program has organized a Hot-Line and Escort Service to change the environment on campus and to enhance basic security of students who are engaged in after-hours activities on campus.

- One program employs a public awareness campaign for the entire HBCU family and surrounding communities, which is completed through quarterly

convocations, weekly seminars in residence halls, and weekly radio forum. Safety improvements in the campus environment are developed through the environmental change strategy. Physical improvements such as increase lighting in vacant areas and an evening escort service for students attending late evening programs or using the library during late hours.

Cultural Awareness

Cultural awareness is a subject of many types of interventions and has been integrated into workshops, classroom settings and other approaches. It is based on the theory that knowledge of culture is key to self-esteem within the African American community.

- One program provides a Cultural Awareness Class, which focuses on building self-esteem, conflict resolution, violence avoidance, and general knowledge of Afro-centric concepts. The class is held once a week for an hour each day. Topics include: (1) the 7 principles of Nguzo Saba-students are taught these principles and class discussions are held, centered on applying these self-esteem building concepts to improve their lives and those of community residents; (2) Blank map of Africa exercise-students must learn 90% of the map of Africa; and (3) essays and discussions. The community component also includes the Freshman Orientation Class, in which all freshman are required to complete up to 20 hrs of community service during semester, and Class Innovations where business students are required to complete 15 hours of services in a community component. Other campus activities include on-campus seminars, student organization seminars, task force formation, and student involvement in various activities. Student organizations have been recruited to serve as tutors, mentors, and general assistants.

Conflict Resolution

Conflict resolution is a common intervention both in the community and the campus programs. It has a sound theoretical base and is delivered through workshops and other organized approaches on campus. One such campus program uses the residence halls as the locus of such programs. The HBCU/FLC has piloted an Alternatives to Violence Project (AVP) training for the HBCU RAs as part of their required in-house job training. The program has trained 24 RAs and the residence hall program coordinator in conflict resolution, peer mediation, and survival skills. The AVP has assisted the RAs in handling crisis situations between students residing on campus. The program has also trained the students to become peer mediators. The RAs have participated in four hours of training bi-weekly, over a two-month period. Four, 4-hour workshops were provided to the RAs during the weekend.

CHAPTER ~ - CENTRAL MEASUREMENT ISSUES

WHAT IS BEING MEASURED BY HBCU/FLCs?

Family Life Centers often define their programs in terms of intended outcomes, and then measure sets of activities and effects that relate closely to their program interventions. In all cases, the HBCU/FLCs have defined programs that they believe will affect violent behavior on campus, or within communities. Generally, the program interventions operate on prevention theories associated with probable "risk factors" facing the youth with whom they are working. It is not the case that HBCU/FLC interventions can affect or reduce all such risk factors, but that some of them can be reduced or changed in ways that reduce the overall probability that youth will become involved in potentially violent situations. For example, the HBCU/FLC programs cannot affect the extent to which violence occurs in the communities in which the youth live (at least not directly) but the programs can affect the ways in which youth become involved in and act within potentially violent situations within those same communities. The risk factors are used generally to design specific interventions both on campus and within the community. Figure 1 defines a generic model for common risk factors being addressed by HBCU/FLC programs.

Fiigure 1. Generic Model of Common Risk Factors

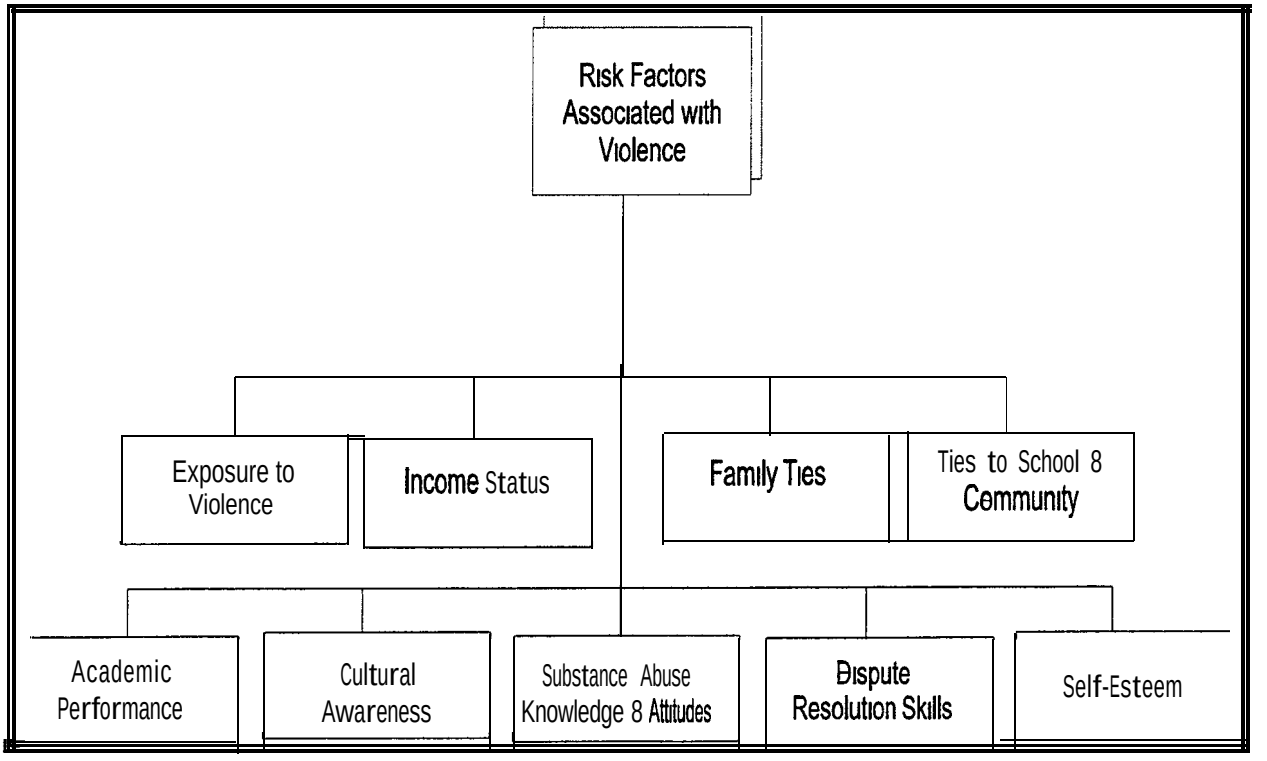

Figure 2. Generic Logic Model

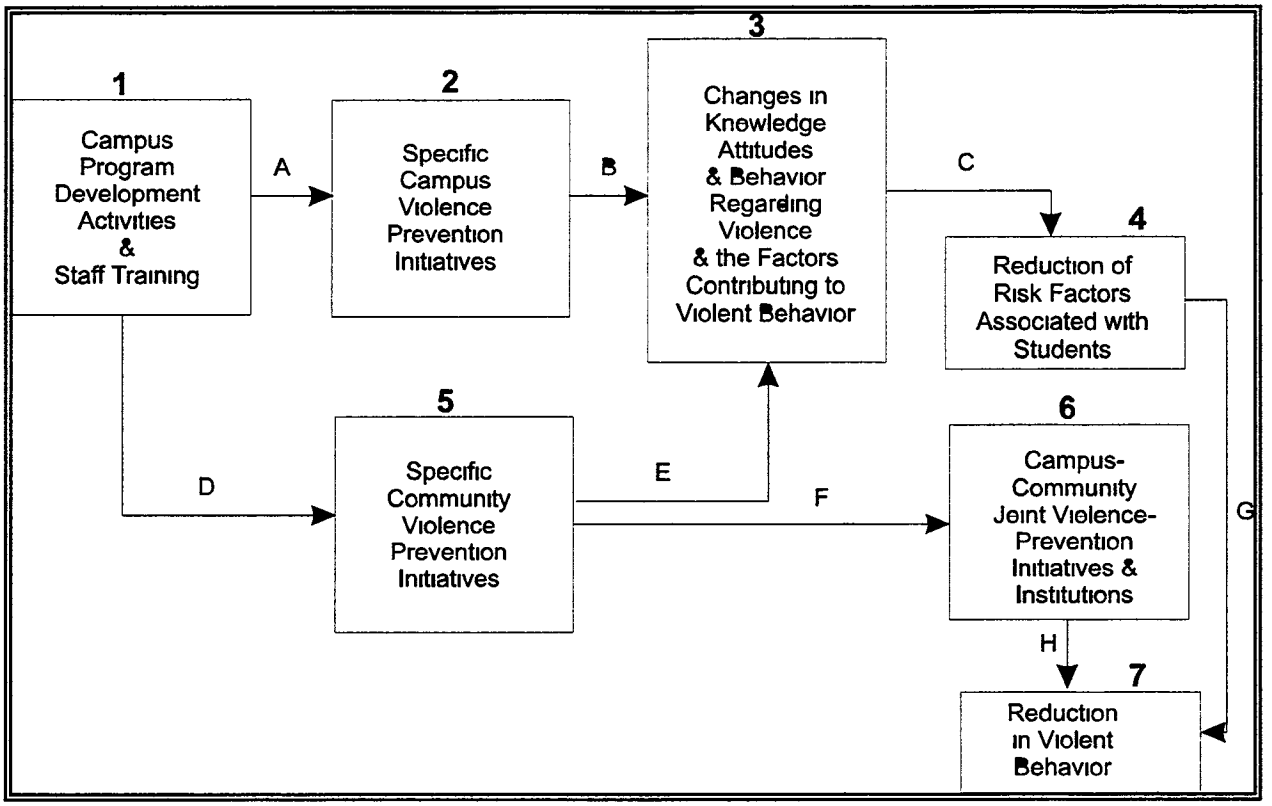

Figure 2 illustrates a generic logic model for the HBCU/FLC programs. It was drawn from review of the FLC programs, although it represents a composite rather than any specific HBCU program design. It is drawn here for discussion purposes.

Outcomes

The model hypothesizes three types of outcomes that may result from the demonstrations:

- Reduction of violence risk factors that face students.
- Campus-community programs and institutions operating to prevent violence, and conditions leading to violence.
- Reduction in violent incidents among the target populations.

Even at their most optimistic, the HBCU/FLC programs do not envision measurable changes in the level of violence within the broad community, or even broadly on campus. Instead, they anticipate changes in the populations with which they interact. For example, if they have worked

with a group of 50 students within a nearby community, they expect changes in that population (and arguably within a slightly broader population group that might interact with the directly affected students). One of the HBCU/FLC directors virtually opened his discussion with Macro staff by announcing that he (and by extension we) should not expect changes in the level of violence within his adjacent city. His program was simply too modest and the crime rate too large to be affected. Perhaps because of this size gap, most HBCU/FLCs have not even introduced measures of violence, although some have, as we will discuss.

This point is important because it can lead to differences of opinion on the relative success of the demonstration. These HBCU/FLC intervention programs are intended to produce information on potentially effective approaches to preventing some percentage of the violence that now affects minority communities. The demonstration is not large enough on its own (either the individual HBCU/FLC interventions, or even the aggregate total of the 19 HBCU/FLC demonstrations) to produce measurable effects in most of the communities within which the demonstrations are being implemented. Because the amount of money devoted to the overall demonstration program is modest, effects on even campus violence rates are possible but less likely in large universities. Effects can be demonstrated within the subpopulations being served by the programs and compared with similar subpopulations of students not exposed to the program interventions. That is the approach being taken by virtually all of the HBCU/FLC evaluators and represents a reasonable approach to these interventions. Reduction in risk factors facing students (both on campus and within the adjacent communities) is perhaps the major effect being sought by the HBCU/FLC demonstrations.

Risk Factors Being Addressed

Their interventions, however modest, are aimed generally at specific risk factors, as noted earlier. For example, if one known risk factor is knowledge and attitudes toward illegal drugs, the HBCU/FLC program might design an educational program aimed at affecting both knowledge and attitudes. Such programs are common among HBCU/FLC interventions. Similarly, self-esteem is a known risk factor and the HBCU/FLCs have attempted universally to affect youth self-esteem. Rites of passage and other cultural-awareness programs are used and form the core of the interventions aimed at this factor. The specific risk factors that are being addressed by the HBCU/FLC interventions are:

- **Family Ties** – HBCU/FLC programs attempt to assess the extent to which students have close family ties and try to determine ways in which such ties can be strengthened.
- **School Ties** – students who are more closely tied and identified with their school tend to perform better academically and to exhibit lower potential for violence. Through mentoring and tutoring, HBCU/FLCs attempt to strengthen the ties and to improve the potential for satisfactory performance at school.

- **Cultural Awareness** – knowledge of and pride in their African origins and heritage is a major focus of rites of passage and other Afro-centered cultural activities being undertaken by the HBCU/FLCs. Evaluators are employing specific measures of changes in knowledge.
- **Academic Performance** – students who perform better academically tend to exhibit lower rates of violence. HBCU/FLC programs incorporate both tutoring and mentoring to improve performance.
- **Substance Abuse** – students who refrain from using illegal substances, and even refrain from or moderate their use of legal substances such as tobacco or alcohol, tend to perform better academically, to remain in school, and exhibit lower rates of violence.
- **Dispute Resolution Skills** – knowledge and skills in applying alternative approaches to resolving disputes is a key element in reducing violence. All programs employ specific training in such approaches.
- **Self-esteem** – low self-esteem is associated generally with higher levels of violence. HBCU/FLC programs all employ one or more approaches to building self-esteem. Generally, for African-American students, the program interventions include information intended to enhance student knowledge of African cultural traditions.

Intermediate Changes in Participants

The HBCU/FLC demonstrations are designed mainly to change knowledge, attitudes, and behavior of students who face known risk factors. Such changes form the core of the prevention strategy. What measures are being employed by the HBCU/FLCs?

- **Changes in knowledge** – pre- and post-tests are employed generally to determine the extent to which students (and other participants) gain knowledge in content areas.
- **Changes in attitudes** – student attitudes toward a host of issues are being measured by HBCU/FLC evaluators: attitudes toward drugs, use of violence in confrontational incidents, date-rape, and other issues are being measured in connection with specific HBCU/FLC interventions. Two of the more common and useful measures of attitude being measured by HBCU/FLCs are school and family bonds-how closely bonded are students to their school and to their families?
- **Changes in behavior** – student academic performance, incidence of violence, use of drugs and alcohol, and student resiliency in the face of violence are being measured by most programs as a test of the effects of the interventions. The

extent of change in participating students is being compared in most cases with other students who have not been exposed to the interventions. Many of the HBCU/FLC programs have had growing problems in recruiting students to act as controls on the interventions. The extent of testing in this demonstration program is substantial and there is some resistance among students. Many programs pay students to complete surveys and other tests, but there are signs that students are being over-tested-mainly their increasing reluctance to participate in tests.

Program Activities

All programs employ measures of process or activity, generally the number of student participants and the number of hours of exposure to training or other intervention activities. These measures provide some indication of the extent to which the HBCU/FLC programs are penetrating the campus student population. The individual HBCU/FLC programs employ different approaches in this regard. Programs have adopted the following basic approaches:

- **Specific targeted "treatment" groups –** either on campus or within community settings, programs have defined a specific target group of youth and involved that group within the program, allowing pre- and post-measurement and use of comparison groups. For example, one school employs mentoring for incoming freshmen students, and has used alternatively, random assignment and a risk-based identification process to assign students to mentors.
- **Broad-based interventions –** aimed at general audiences, e.g., all incoming freshmen, all residents of a student dormitory, all participants in a community service agency.
- **Defined events –** HBCU/FLCs might sponsor workshops and the "treatment" group would then be the students who appear at the workshop. In community settings, the treatment groups often vary over time, depending on which students come to any given event. Over time, say one year, the HBCU/FLC intervention might have a reasonably stable target group that would receive some percentage of the activities, but not all of them.

HBCU/FLCs have selected one or more of these target approaches to accommodate the reality of their situations, or some perceived limitation on their basic ability to recruit. The significance of these targeting strategies for evaluation is relatively clear, though. The broader the population and the less stable the "treatment population," the less able evaluators are to produce valid conclusions regarding the effectiveness of specific interventions. For example, when an HBCU/FLC delivers an open workshop and the "treatment group" is that group of students who show up, there is only limited opportunity for pre-post measurement or for adoption of comparison groups. One of the other difficulties encountered by the HBCU/FLC evaluators is

that the HBCU/FLC demonstration interventions are in fact dozens of interventions, each of which might be aimed at a slightly different "target" population, and each of which would be capable of producing a specific change in knowledge or attitude on a specific subject. They are not broad, single-subject interventions aimed at effecting a single, large-scale change in a defined population. Broadly speaking, there is, of course, potentially a single large change-the extent to which participating youth are involved in violent incidents. But the probability that specific youth on campus will become involved in violent incidents is not high to begin with and even measurement of the incidence rate within the participating population of students may not demonstrate the effectiveness of HBCU/FLC interventions, until enough students have been involved to produce measurable changes in the rates of violence on campus generally. For example, the actual rates of campus disciplinary offenses in a specific HBCU with a student body of approximately 3,000 students can be seen in Table 4.

Table 4. Rates of Campus Disciplinary Offenses from 1994-1996

Type of Incident	1994		1995		1996.'	
	No.	Rate/ 100	No.	Rate/ 100	No.	Rate/ 100
Assaults	15	0.5	13	0.4	23	0.77
Weapon Possession	9	0.3	2	0.06	1	0.03
Harassment	1	0.03	0.00	0.00	NA	NA
Threatening	11	0.36	2	0.06	NA	NA
Vandalism	5	0.16	4	0.13	NA	NA
Menacing	11	0..36	0.00	0.00	NA	NA
Disorderly Conduct	16	0.53	24	0.8	2	0.06
Dorm Violations	6	0.2	9	0.3	NA	NA
Alcohol Violations	4	0.13	3	0.1	10	0.33
Drug Violations	12	0.4	11	0.36	**12**	**0.4**

This HBCU has 3,000 students, which reduces the rates of violence to the numbers shown in the second column (Rates/l 00). Moreover, the rates vary dramatically by year-note the rates of assault and disorderly conduct. To the extent that the "treatment population" is representative of the campus as a whole, the expected rates for a treatment population of 100 students would be as shown in the second column under each year. Because the rates are small and the variation substantial, it is unlikely that we will be able to detect effects on the rates of violence, except in the case of extraordinarily strong effects. This does not mean that there are no effects; only that

the magnitude of the intervention may be too small relative to the size of the problem to measure its effects.

HOW DO THE MEASURES CORRELATE WITH THE HBCU/FLC PROGRAM ACTIVITIES?

In this section, we explore the extent to which actual measures employed by the HBCU/FLC evaluators are valid measures of the program interventions and their intended effects. The discussion focuses on the three types of measurement areas-outcomes, intermediate measures, and process measures.

Outcome Measurement

Measurement of outcomes presents the HBCU/FLCs with the most complex problems, as already noted. The complexity, however, lies in the issue of attribution rather than measurement itself. HBCU/FLCs have defined their outcomes in two ways: independent measures of behavior, or actual measures of rates of violent incidents on campus. Independent measures can include:

- number of reported violent incidents on campus – rape, assault, etc.
- number of reported violent incidents of individuals within treatment group – same type of measure but data are limited to treatment and control groups
- academic performance of treatment group
- school attendance of treatment group
- teacher/parent views of treatment group
- student behavior changes in the knowledge and attitudes of their "treatment" populations compared with comparison groups, or compared with themselves over time (pre-post designs)

When measures of the levels of violence on campus or among participating students are used, or when measures of student behavior are used, such measures represent potentially useful and valid indicators of the success of these programs. If the demonstrations are about violence prevention, then at some stage they must be able to show results on this central problem. Initially, until the numbers of students participating are sufficiently large to affect campus rates, the measures of participating student behavior represent the most valid and direct measures of the program's ultimate success over the period of the demonstration. It is useful to note that, however valid and direct are the measures of violence, student behavior as measured by academic performance, retention rates in school, and parent-teacher perceptions of behavior are also useful proxy measures of the success of the program, and may represent leading indicators of ultimate success. Changes in knowledge and attitude, as measured through standardized testing instruments, are also useful proxy measures of ultimate success. Local evaluators report usage of the following measurement instruments:

- **Campus reports of violence – 69** percent of the HBCU/FLCs report use of some measure of reportable violence, either through direct campus police reports, or reports on participating students. All programs should be employing some equivalent measure.
- **Academic performance –** Performance in school is measured by grades. Approximately 62 percent of HBCU/FLCs report use of academic performance measures. A number of HBCU/FLC evaluators reported some difficulty in obtaining academic performance data from their school.
- **School bonding –** closeness to school is considered an indicator of lower violence propensity. Over 75 percent of the HBCU/FLCs reported use of such data in assessing the performance of their programs.
- **Family bonding –** a few schools, less than 10 percent, report use of a family bonding index of some type as a measure of their ties to the family and as a measure of the stress level of participating students.
- **Self-esteem –** Over 75 percent of the HBCU/FLCs reported use of some measure of self-esteem. This measure is the most common type of measure employed in the program.
- **AOD knowledge, attitudes, and behavior –** Approximately half of the HBCU/FLCs use some type of drug/alcohol measurement scale to detect changes in participating students.

Intermediate Measures of Performance

Virtually all programs employ intermediate measures of performance in the form of knowledge or attitudinal gains achieved as a result of specific programs. For example, an HBCU/FLC that employs a summer program for local secondary students in which students spend every day for several weeks on campus with academic workshops, Afro-centered cultural activities, and AOD awareness programs generally use pre-post testing of students who participate. The HBCU/FLCs employ self-esteem measurement instruments, measures of academic gains subsequent to the summer programs, and knowledge and attitudes toward AOD usage. For the major types of interventions, the following types of measures were employed:

- **Mentoring –** direct measures of satisfaction, academic performance, school bonding, and teacher/parent observation of student behavior
- **Tutoring –** academic performance before and after the tutoring
- **Workshops –** pre-post tests of knowledge or attitudinal shifts, and satisfaction surveys are used commonly

- **Summer programs –** more complex, these programs generally aim to improve academic performance, increase both self-esteem and cultural awareness, and reduce interest in AOD usage. A wide variety of tests are employed: SETCLAE, academic gains, AOD knowledge & awareness, and self-esteem measures.
- **Rites of passage –** rites of passage programs and other cultural identity programs are used sometimes independent of other programs and sometimes as a component of, say a summer program. Such programs are intended to give students a better cultural sense of their African (or other cultural) heritage. The programs are measured using changes in self-esteem, knowledge and appreciation of their culture and values, and racial identity.

Process Measures

All programs measure the number of students, parents or other participating family members and the number of contact hours for specific events or activities. Generally the measures are direct counts of some activity or number of participants.

COMPARISONS EMPLOYED BY HBCU/FLCs

FLCs use both pre-post designs and comparison groups wherever possible. Virtually all programs are employing pre-post designs, although several schools reported difficulties in obtaining initial clearance to carry out surveys, and several additional schools have not yet completed their full pre-post measurements. Comparison groups present much larger problems for the schools. Most programs have attempted to use comparison groups whenever possible, but only 4 schools have succeeded in implementing such designs.

The Use of Control and Comparison Groups

The HBCU/FLC interventions do not approach the level of control available in formal experimental approaches, such as are found commonly in social or biomedical research programs. Indeed, it is well to note that this Minority Male Consortium is not an experiment, but a demonstration intended to show the effectiveness of sets of known intervention approaches relative to violence potential and the ability of youth to extricate themselves when faced with potential violence. Many programs attempted to employ comparison groups whenever possible. HBCU/FLCs used random assignment occasionally, as in one mentoring program, in which students were assigned randomly to mentors, or no mentors during their first week at the school. Subsequent tests were administered to determine whether any performance differences emerged as a result of the mentoring. Random assignment was unusual among the HBCU/FLC programs, but many other schools used comparison groups of similar students when they could convince students to participate in the tests required of comparison group students. Many programs paid students to take tests. It was not possible to use comparison groups in all settings, so the utility of the pre-post measurements in those settings is not the same as when comparison groups are

used. For example, workshops are a common method of providing information on a wide variety of topics, from AOD subjects to topics such as date-rape. Workshops do not lend themselves to comparison group designs.

The Use of Pre-post Measurement

Virtually all HBCU/FLC interventions in which measurement is employed attempted to employ some form of pre-post measurement. In several schools, clearance from Institutional Review Boards had to be obtained before pre- and post-tests could be administered and this requirement interfered with the measurement process. Pre-post testing was generally not carried out when the intervention was a large seminar or workshop in which the participants were those students who showed up after seeing announcements of the program. In those cases, generally evaluators used post-program tests of either knowledge, or attitude, or more frequently, satisfaction with the program.

Data Sources and Data Problems

The two most common problems reported by evaluators was "testing fatigue" and an unstable population. Testing fatigue is a term coined to denote the effects on students, especially non-participants, of repeated tests on the same group of students. Students become more familiar with the instruments, which may be affecting the results, and, more importantly, students become increasingly resistant to taking the tests. Unstable population groups may be the largest problem facing the evaluators. Both participants and non-participants may decide simply to avoid the process altogether.

CHAPTER ~ - ORGANIZATIONAL CAPACITY BUILDING

The Minority Male Consortium for Violence Prevention demonstration has been about capacity-building as much as it has been about violence prevention strategies. In this section of the report, Macro reports on its observations regarding some capacity issues in the context of the demonstration.

Capacity Building in the Context of Minority Male Consortium

In. agreeing to design and implement a Minority Male Violence Prevention program within their respective campuses and nearby communities, the participating HBCUs had to consider long-range issues connected with this program. Once launched, it might prove difficult to terminate a program just because its Federal funding had ended. During site visits and during the several annual meetings attended by Macro staff, we observed discussions and consideration of two types of capacity-building issues, which we discuss below. One type concerns the basic capacity to design and deliver the promised services. This issue has been of some concern because of staff turnover at many of the participating institutions. The second type of capacity issue concerns the relative permanence of the capacity that has been developed-will it outlast its Federal funding base? This issue relates primarily to the degree of institutional support enjoyed by the Family Life Centers.

Capacity-Building Issues Observed

The basic concept in a demonstration is to provide a field test of theories that have been tested in more limited environments. The basic point to most social demonstrations is to produce information on the effectiveness and perhaps the viability of specific intervention that have been designed to resolve a problem(s). Sometimes, the grantor organization-in this case the Office of Minority Health-lays down expectations for the permanent institutionalization of the capacity that grant funds have been used to build. In this case, no such expectations were built into the demonstration program. That is, although institutions have been encouraged to continue the HBCU/FLC program after Federal funding ceases, there is no requirement in the grants that such permanent funding be obtained from the host institution. This does not mean that these programs will not continue, only that they are not assured of a permanent home in their host HBCUs.

Staffing Levels

HBCU Family Life Center staffing patterns have been relatively consistent among the participating institutions, with the most substantial differences being in the use of volunteers and the evaluators.

The basic staffing pattern is as follows:

- **HBCU/FLC Director –** Generally full time and paid from the grant funds
- **HBCU/FLC Program Assistant –** Generally two program assistants who are full time and paid from grant funds, although some HBCU/FLCs use part-time

program assistants. Program assistants generally cover the campus and the community components.

- **HBCU/FLC Evaluator –** Evaluators are invariably part-time. The variation relates to the position held by the evaluator-mainly whether that position is within the HBCU or is outside of the institution-and the extent to which the evaluator has been accepted as a working member of the professional staff. Evaluators have always held tenuous positions within this program. They infrequently have been regarded as key actors in the program, and in a few programs, the relationship between the evaluator and the HBCU/FLC program director has been less than positive.

- **Volunteers –** All HBCU/FLCs use volunteers, generally college students, who serve as mentors or tutors for their peers, or for younger students. Many HBCU/FLCs, for example, use seniors as mentors to incoming freshmen, and for lower grades in elementary and secondary schools.

The median staffing pattern for schools observed by Macro is three full-time staff and four part-time staff, although the patterns are highly variable, with programs ranging from a low of one full-time staff to a high of four, and part-time staffing ranging from a low of one to a high of 16. All of these staff positions are funded through what is referred to as "soft-money", i.e., grant funds, rather than through permanent university positions, making them more tenuous than they would be otherwise.

Relative Permanence of the HBCU/FLC Programs

Most universities differentiate their staffing between these "soft-money" positions and their more permanent positions, which are paid for out of permanent university funding sources in order precisely to be able to eliminate the positions should the grant funds terminate. In this way, no expectations are created that the university is not prepared to fulfill. Most of the staffing built up over the past three years in the participating HBCUs has been recruited for purposes of the demonstration. Initially, the demonstration grants were assigned to permanent faculty or to senior administrative officials. Gradually, most of the permanent officials have withdrawn from direct involvement, delegating most of the functions to staff specially recruited for that purpose.

This staffing pattern is common in grant-funded programs of all types and is likely to affect the viability of the program operations in predictable ways.

The Federal government funds several distinctly different types of programs:

- **Operational programs,** such as health services, which are expected to continue with some or all of the operating funds derived from Federal sources;

- **Research & demonstration funds,** which are deployed in order to test specific ideas and which are not expected to continue with the original funding source;

- **Capacity-building programs,** such as many of the programs aimed at development of an infrastructure of some type (e.g., building the medical school capacity to train primary care medical practitioners) in which the Federal funds are regarded as one-time investments in institutions that are required to continue to finance the capacity after cessation of federal funding.

Tlhe HBCU/FLC program is squarely within the second category of programs, in which continuation is not assured, although a specific timetable has not been defined.[4] The ability of the HBCU/FLC institutional capacity to continue after Federal financing ceases is unlikely at this stage, given the tenuous nature of the staffing and the general weaknesses in HBCU finances broadly. Several of the HBCUs face severe financial crises that threaten the essential viability of the institutions, no less the HBCU/FLCs. Many others face general problems in financing university operations; often the HBCUs are less successful as a group in obtaining outside sources of research or development funds, so other sources of funds to support the Minority Male Consortium programs are unlikely.

In this discussion several possible scenarios exist:

- The Federal government might indicate that it is not interested in the specific HBCU/FLC programs becoming permanent parts of their respective host institutions. If the program is truly a demonstration, the main product will be information and other debates will need to occur regarding the ultimate need for such violence prevention programs and possible sources of funds for such programs.
- HBCUs might become interested in converting these programs, or parts thereof, into permanent HBCU services, in which case the universities will need to investigate outside funding sources. Alternatively, some of the program interventions that appear effective might be converted into conventional university services, e.g., mentoring all or some subset of incoming freshmen, student after-hours escort services. Also possible on a volunteer basis might be the establishment of permanent community service program requirements for graduation that might include such interventions as mentoring elementary and secondary students.
- Communities might become interested in converting the programs, or parts thereof into permanent services and might be interested in raising funds to support the services; for example, summer programs for elementary and secondary students. In one HBCU/FLC program, the HBCU has acted as coordinator for a

[4] Many health professions and services programs are nominally three-year grant programs that continue to fund grantee institutions for years and even decades.

community task force that is trying to understand and counter threats from violent influences. Such task forces could become permanent if the community views them as valuable.

- Violence prevention material could be integrated into academic curricula, as is the case in several of the HBCUs. HBCU/FLCs have experienced varying success in getting the basic topics covered in academic courses, with some resistance from academic faculty to changing their courses. Such resistance is to be expected and is a common problem in most attempts to change course requirements. Curricula tend to be crowded with material and changes are difficult to achieve.

The keys to institutionalization of the basic capacity built-up through the several years of Federal funding are intent and conscious design efforts by the Consortium and the Federal government. Does the Federal government expect this capacity to continue and have discussions been held to discuss possible replacement funding sources?

CAPACITY-BUILDING FOR TOMORROW

It is entirely possible that there is no expectation of permanence in this demonstration program. Many demonstrations, after all, are expected to have a limited life, to produce information for subsequent debate, and then to disappear until some decision is made regarding the utility of the intervention(s) that were the subject of the demonstration. But, in discussions with HBCU and Federal officials it appears to Macro staff that the need is real and is unlikely to disappear without substantial intervention. Even with major HBCU interventions, the problem of violence in U.S. society is unlikely to go away. Without interventions on the prevention side of the issue, the problem is certain to worsen over time.

Macro has observed few substantial efforts being made to build a capacity for the future. Mainly, we believe that such future capacity-building is viewed as beyond the financial capacity of the basic institution. However, one capacity that has been nearly overlooked in this program is evaluation. In a few programs, a strong evaluation capability has been deployed in the form of an outside evaluator, while in many other programs evaluation is viewed as a necessary aside-something required by the federal government, but not a main component of the program. In fact, local and even Federal decisions to continue this program may well hinge on outcome reports from the evaluators. One of the potentially most effective capacity-building investments that could be made in this program—especially given its fundamental nature as a demonstration-would be to increase the role played by evaluation **and** evaluators. This program sinks or swims on its ability to demonstrate success. That demonstration can only be achieved through information developed by credible outside evaluation efforts. Such efforts have only partially been achieved to this point.

CHAPTER 6—FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This report represents a synthesis of several information sources:

- Macro Site Visits to HBCU/FLC programs
- HBCU/FLC external evaluation reports
- Notes from annual meetings of HBCU/FLC program directors attended by Macro
- Other HBCU/FLC program documentation and materials

The main body of performance data on the HBCU/FLC interventions is the set of external evaluation reports prepared by the HBCU/FLC evaluators. Macro staff reviewed the external reports and summarized them in preparing this report. Our conclusions are formed from analysis of the strengths and weaknesses of these evaluations, and from our on-site discussions with HBCU/FLC program directors, evaluators, and staff.

During the site visits, Macro staff observed HBCU/FLC activities directly-without the filter of formal reporting-and came away from its experiences with positive beliefs about the programs. That is, the Macro staff observed numerous examples of healthy and potentially productive interactions between campus staff and students and other younger students who reside in nearby communities. Older students-seniors, generally-who are willing to take some responsibility for guiding and advising younger students acknowledge that they gain as much from the experience as do the younger students with whom they work. When asked why he had agreed to be a mentor to freshmen, one senior said, *"I was helped by someone when I was younger, and I promised that I would give back to those younger than me."* Much the same sentiment lay behind other programs such as the Peace Corps and Vista, in which positive effects flow from involvement of youth in programs of assistance to other communities. Communities gain from such activities and the youth providing such assistance gain in many ways, often beyond the scope of evaluation studies. The evaluation studies reviewed by Macro often exclude consideration of benefits accruing to students who serve as mentors and tutors. Especially on campus, such gains may eventually form one of the major positive outcomes of this demonstration program and deserve to be studied in greater detail and more formally by the participating HBCUs.

The twin themes of many of the HBCU/FLC programs are: 1) healthy role models, and 2) knowledge about healthy alternatives. Virtually every program employs variations on these themes.

FINDINGS

Findings reported in this section are based on synthesis of the evaluation reports sent to Macro by HBCU/FLCs. It should be understood that data collection cycles may be different from program to program and, in many cases, the reports from which Macro drew its data may not represent the most recent data now available. We are reporting the effects reported to Macro as of April 1997.

Can We Show a Reduction in Violence?

The simplest answer to this question is "no," at this stage of the program. Here is what we do know about violence levels-although almost 70 percent of the HBCU/FLCs claim to be using direct measures of violence, whether through campus reports, or by use of scales such as the Problem Behavior Scale, only five of the HBCU/FLCs whose evaluation reports were reviewed by Macro, contained data on violence. For those evaluation reports, three showed slight improvements in reported violence levels or at-risk behavior by students on campus and two other schools showed such variability in the reported violence rates on campus that no effects, positive or negative could be discerned. One school reported weak gains, but provided no data to substantiate the claims of positive effects. At the community level, none of the schools attempted to report on community violence levels, as noted earlier. These programs are too modest in size to even attempt such reporting. It does not mean that there are no effects; only that any effects achieved would be much too small to affect overall violence levels. In terms of at-risk behavior, three schools report positive effects (although one of the schools provides no data), one school reports no effect, and one school reports weak gains on the part of parents (a number of schools have employed interventions with parents as well as with students). All schools should be employing and reporting some type of violence levels, or at-risk behavior profiles for participating youth. Eventually, as the programs continue to cover larger numbers of students on campus, we would expect campus-wide reporting of violence levels.

Can We Show Specific Effects on Participant Knowledge, Attitudes, or Behavior?

The major gains being reported by the programs are at the level of student knowledge, or attitudes. The most important reported achievements are in the following areas for community programs:

- **School bonding** -- gains are reported for half of the programs: all programs that reported such data showed modest gains in school bonding. School bonding is considered to be a valid leading indicator of both student performance and at-risk behavior. Identification with their school, at either college or secondary levels is a vital step in a student's development.
- **Self-esteem** -- gains are reported for half of the reporting programs. Low self-esteem is associated with high at-risk behavior, so gains in self-esteem are

important. The difficulty being experienced by the HBCU/FLC programs is their interventions are generally modest compared with the influences that affect the lives of the students, so reporting any gains in self-esteem is an important achievement. Questions remain whether the reported effects are temporary or permanent.

- **Academic performance – 25** percent of the HBCU/FLCs document gains in academic performance of participating students; one other school reports modest gains, but provided no substantiating data. Academic gains are generally associated with tutoring programs, although mentoring programs seek to achieve gains both in academic performance and in retention rates. The concept underlying mentoring is to support students and to provide guidance when it is needed.

- **AOD knowledge, attitudes, and beliefs – 33** percent of the HBCU/FLCs report gains in AOD knowledge and attitudes and two also report gains in reducing AOD usage. Most programs are employing some form of AOD education and most of the programs are confronted by students who have experienced years of association with AOD by peers, adults in their lives, and others within their communities. Gains in this area are also crucial, since association with drug-free peers is considered one of the keys to keeping students in school and working toward positive roles.

- **Cultural awareness and pride –** many of the youth have been programmed by their environment to see the negative side of their community and their culture. Programs that instill pride in their African heritage and in being themselves, can begin to reverse these negative stereotypes. Modest gains are reported in this area. These programs are mainly combinations of interventions and often present challenges to the evaluators in terms of separating causes and effects. It is also the case that programs that employ more concentrated and feature-rich interventions, summer programs for example, appear to show the most substantial gains. Such programs often feature tutoring, cultural awareness, AOD education and conflict resolution sessions. Their effects are generally quite positive, although schools report some difficulty in getting students to complete surveys.

'Tutoring programs have predictable effects, since they appear to be both concentrated and focused. Academic gains are reported in such programs. Conversely, although mentoring programs are common, the gains in academic performance from such programs are modest at best. It may be the case, that mentoring requires a longer time frame than has been available thus far in this program.

The single most frustrating problem in examining the relative gains made by those schools that reported their evaluation results to Macro relates to the basic design of this demonstration: the 19 HBCU/FLCs were not required to design common interventions, nor were they required to report the results of their demonstrations in common ways. By design, they were free to innovate and to report results as they wished. Most programs employed several of the measurement instruments that had been "show-cased" in one or more of the evaluation sessions held at the annual meetings. But these programs were often reduced to analyzing many questions but with very small data sets. The results were often inconclusive and, as reported by several evaluators, they are producing reporting-fatigue—students are becoming resistant to the frequent surveys.

These programs run the risk of making many tiny gains, but without the ability to demonstrate the gains in convincing ways. It would be highly useful to begin to focus on fewer types of interventions and on fewer types of effects. Purposeful variation (i.e., the introduction of variation in the type and intensity/dosage of interventions, or variation in the target population for specific-testable-reasons) would aid greatly in subsequent attempts to measure the overall success of these programs.

Since there are common types of interventions, and the HBCU/FLCs are attempting to employ common types of measures, there is value in beginning to focus the participating programs on those interventions and on those measurement approaches that have begun to show positive effects. But the only way to begin to move programs toward such targeting, is to convene consensus development conferences, in which all available data can be shared among programs and results compared. The data currently available to Macro is far too fractured in both form and content to produce meaningful comparisons. Yet conversations with the HBCU/FLCs suggests that such comparisons are both possible and potentially useful. In a later section, is contained a discussion of such a consensus-seeking approach.

Data Lapses

A number of gaps in available data inhibited Macro's ability to draw conclusions about potentially important effects.

- No programs had begun examination of data on retention, or drop-out rates, although several programs had begun collecting such data. Drop-out rates might be highly useful, both as an end result, and as a proxy measure for violence at-risk status.
- Campus-wide data on perceptions of the campus as a safe environment is scarce, although the programs are quite new and potentially too modest in size to have created such effects at this stage. The larger question in this regard is whether the campus programs are aimed at establishing such broad effects. Clearly those programs that operate such interventions as escort services for after-hours events

could affect campus-wide perceptions (and reality) of safety. Programs that focus on workshops and purely educational initiatives might have less success in changing perceptions of campus relative safety. However, this is precisely the type of purposeful variation among HBCU/FLC programs that could produce highly useful information for the Consortium as a whole.

- Inadequate data exists at this stage concerning effects on the families of participating youth, although a few programs have begun collecting such data, especially as it relates to intra-family relationships and behavior of participating youth at home.

- Too few programs reported data from campus police on rates of violence or other reported categories to at least begin to track possible effects, or even to target prevention interventions. Effects may always be too small to demonstrate, but without the data, there will be no way to determine whether these modest programs have been successful in this regard.

Problems Observed in Use of Evaluation

Problems, large and small, have affected this program from its inception:

1. Relationships between evaluators and HBCU/FLC management has been less than optimal. Whereas this program is a demonstration-meaning that its primary output product should be performance information-evaluators have not played a central role and have frequently been excluded from meetings and discussions at which they could have contributed.

2. Performance information has been obtained inconsistently among the participating institutions and at widely varying quality levels. Given that most programs have implemented many approaches in common, a coordinated evaluation strategy, measures and approach to data collection would have been helpful.

3. The Consortium does not appear to be gaining maximum value from this management approach. Consortia imply sharing of information and coordinated decision processes, elements often in short supply in this program. Relationships between Consortium top management and Consortium member institutions has been strained at best for much of the period during which this program has operated.

CONCLUSIONS

Macro staff have formed a number of broad conclusions about the value and potential of the Minority Male Consortium for Violence Prevention as it is being implemented. Virtually all direct observations suggest that valuable activities are being implemented that show promise in relation to the central goals of the program. The main problem observed by Macro is the frequently weak evidence base to support these anecdotal observations. That the evidence base is less than compelling, we attribute to two factors:

- There are numerous ideas and activities embedded in the interventions that are well grounded in the research literature, but nothing like a central program design or a set of specific alternative designs about violence prevention that could be applied to guide the designs of the individual programs. There was never an intent to impose a central design on the 19 demonstrations. Nor was there ever any intent to organize purposeful variation in program designs. From the beginning, Macro was told that the 19 schools were free to innovate. The net result of this freedom is that it is now difficult to draw broad conclusions about the overall success of programs or the relative power of specific combinations of interventions or particular approaches. There is considerable variation, but the variation appears more fortuitous than purposeful.

- Although each school was required to develop and implement its own evaluation design, there was also no standardized evaluation design to be applied-mainly because there was no standardized program design[5]. Each school implemented evaluation in its own way, although many of the programs attempted to apply either pre-post measurements or to use comparison groups whenever possible. Evaluation resources have generally been quite limited.

These two factors interfere with the fundamental nature of this program. It has been labeled a demonstration; therefore its main outcome should be information useful to guide future decisions about violence prevention. The program could be evolving and developing an increasingly refined base of objective evidence about the relative value of specific types of interventions. The Consortium as a whole could be learning and modifying its interventions based on the collective

[5] There may be some confusion created by the fact that all FLC evaluators and program directors received training in Evaluability Assessment (EA). That training was not intended to lead to standard evaluation designs. The training was aimed at giving evaluators and directors enough information about the EA process to complete EA studies of their program designs. The EA process is an examination of a program design to determine its readiness to be evaluated. It is not in itself an evaluation design, except to the extent that it assesses readiness to proceed with evaluation design. Even after completing an EA, the program directors and evaluators were free to develop their own independent evaluation designs, so long as those designs represented valid approaches to assessing the performance of the program designs being implemented.

experience of its members. We have observed only minimal progress in this regard.

Accordingly, many of our conclusions may appear more negative even than we wished, given the generally positive perspective of our staff observations. The difficulty is that staff observations are just that-observations that are not necessarily grounded by objective evidence. We believe that such evidence is vital and that it can be produced in subsequent years, if the Consortium can become more disciplined in its performance information activities. Our conclusions and recommendations are aimed at producing such discipline.

One further note: this program is affected by the same set of difficulties experienced by many otlher "prevention" programs. Whether we are discussing substance abuse prevention, disease prevention, or violence prevention, it has proven consistently difficult to produce conclusive evidence that prevention is cost-effective in the long run, despite our intuitive understandings. It is not that we lack evidence concerning the value of healthier life styles, but that we lack evidence that early interventions intended to convince people to adopt such healthy life styles actually succeed in their goals-that people do adopt such healthier life styles and that their adoption of such life styles results in longer, higher quality and more productive lives. Partly, we need fairly long observational cycles to determine ultimate success; partly, we need better short-term proxy measures; and partly we need to overcome built-in biases against the need for immediate investments that promise only long-term payoffs. In both commercial and political environments, quick fixes and short payback periods are almost everyone's favorite solutions.

1. **Interventions:** HBCU/FLC programs comprise interventions that are drawn from a relatively small and consistent set of prevention approaches, with many variations on the approaches. The variations include the size and composition of the target audiences, the ways in which HBCUs combine these relatively common intervention types, and the types of delivery vehicles chosen by participating schools. Virtually all of the interventions have support in the literature as being related to prevention of specific risk factors. However, as noted, we observed no evidence that HBCU/FLCs, singly or in combination, employed variation by design; that is, variation introduced explicitly in order to learn about the effects of alternative designs.

2. **Short-Term Effects: The** HBCU/FLC evaluation studies report gains consistently in the effects on participant knowledge and attitudes. Changes in self-esteem and cultural awareness and pride, AOD usage and association with drug-free peers, academic performance, and school bonding are the measures most affected by the interventions. The ultimate outcome-reduction in violence on campus or within communities-is not yet affected, although it is early in this program to expect such changes.

3. **At-Risk:** The extent to which the target audiences for the HBCU/FLC interventions are "at-risk" differs greatly among the programs. Target audiences range from prison inmates to college and lower school students who vary substantially in how they would

rate on a risk scale. There has been a fairly common assumption that minority males *per* se are "at-risk" and, therefore, any intervention aimed at minority males is appropriate. Although efforts have been made by HBCUs to pull into the program the most "at-risk" youth, HBCU/FLCs have often had to admit youth who may well be in a lower risk group. For example, in one program, children were selected for a six-week summer program on the basis of recommendations from local churches. Their specific "at-risk' status was not a factor in their selection. We conclude then that risk status, although highly variable, does not appear to be varied purposefully so as to elicit different responses to interventions. Assuming that risk status is measurable, and the literature so implies, it would seem that purposeful variation of the "treatment" population would yield valuable information about the relative effectiveness of the interventions (e.g., mentoring) on populations at different risk status levels.

4. **Intervention Dosage: The** intensity and scope of interventions implemented by the HBCU/FLCs is quite varied, ranging from very modest workshop, or dorm discussions, to six week summer programs with activities every day for the entire day. Mentoring approaches generally last a full academic year and are the longest period of contact with students, although not necessarily the most intensive. One conclusion is that there does not appear to be systematic or conscious variation of dosage levels to learn about the effects of dosage. Rather, the variation appears to be fortuitous, in response to the circumstances of the particular intervention and the staffing realities.

5. **Program Implementation:** HBCU/FLCs experienced the most difficulty in devising and implementing campus programs. Programs in the community appeared to be relatively easier to arrange than campus programs and are more sought after by the potential target audiences. However, the stability of the groups of youngsters in the community is highly variable and many HBCU/FLC programs have experienced considerable difficulty in keeping a consistent group of young people in the program for the full period of the program. One program adopted an incentive in which youth who complete their program, and who maintain a 3.0 average in school will receive a full tuition scholarship to the sponsoring HBCU. Most programs experienced even greater difficulties in getting students from the communities to act as "controls''-receiving no intervention, but taking tests throughout the program. Despite the relative difficulty experienced by some schools in designing and implementing campus programs, such programs need to be continued, at least as one variation in the overall design, in which the central variable of interest is the age and risk status of the treatment population.

6. **Program Evaluation:** Evaluation studies made available to Macro are inconsistent in quality and completeness. In a few studies the evaluators were able to complete both pre and post data collection on both treatment and comparison groups, and to draw substantive conclusions from the analytic work carried out. Only two studies completed stand out in this regard. Such complete studies were more the exception than the rule. In

contrast, many studies provided Macro were incomplete. Relatively few evaluation studies attempted or completed analysis of outcomes. Most focused on process measures, or on very modest short-term effects on students of specific interventions. However, the length of time available for study to the evaluators is so brief that outcomes need to be defined in more immediate terms than one might like in a violence prevention program. Generally, effects on students who receive "treatments" or interventions is the type of outcome on which most studies focus. The apparent variability in quality and completeness may be the result of the timing of this report, which came at the last stage in year three. Evaluators may not have completed their own work on the second year of their evaluation data collection and analysis.

RECOMMENDATIONS

Macro has observed this program over its entire three-year life.[6] The program has been expanded to include three more institutions than its beginning number and the programs have begun to evolve strategies that are both comfortable and that show some promise. However, the original decision to allow relatively complete freedom to design and implement violence prevention interventions, while offering potential has not produced the type of information necessary to draw meaningful conclusions regarding the value of prevention. The same problem is present here as is present in many prevention programs-an inability to produce valid performance data demonstrating that prevention investments pay off in the long run. Macro has several recommendations:

1. This program is and should remain a demonstration for at least several more years, which means that its main output must be information about the relative effects of individual interventions and combinations of interventions. To that end, the designs of HBCU/FLC violence prevention programs should be coordinated more closely so as to produce more purposeful variation, or reinforcing designs, in which more than one HBCU/FLC program employs a common design in an attempt to produce stronger outcome data. Since its inception, the program has not constrained individual HBCU/FLC program designs, except to the extent that the designs had to include both campus and community programs and had to be aimed at violence prevention. With such relatively complete flexibility, it has been difficult to capture overall effects or to compare one set of intervention designs with another. Mainly, evaluation has been reduced to assessment of

[6] It should be noted that Macro's role has changed over the three-year period. During Year One, Macro's role was as trainer in Evaluability Assessment. During Year Two, Macro's role shifted from trainer to a source of technical assistance in evaluation. Only during Year Three, has its role shifted to evaluation of the demonstration, and even during this period, Macro's role was mainly to synthesize the evaluation data and studies being completed by the local evaluators.

changes in such characteristics as self-esteem, school bonding, academic performance linked to specific interventions, such as mentoring, tutoring, etc. Because of input variation (e.g., changes in the amount of time and the specific activities devoted by a mentor with one or more student being mentored) it has not even been possible to draw meaningful conclusions regarding the relative efficacy of specific interventions. Purposeful design variation employing common measurement instruments by the participating HBCU/FLCs would allow such comparisons to be made and greater learning to occur.

2. It is important that the first recommendation not be misconstrued to imply central development of HBCU/FLC designs. We see continued utility in varied HBCU/FLC program designs. Where more purposeful variation is introduced and matched to evaluation designs, that design variation should reflect the considered judgments of participating HBCU/FLC directors and evaluators after some discussion and group consensus on the relative value of the design variations. It is the Consortium as a whole that should be making the decisions to vary designs so as to enhance learning, as distinct from the Consortium executive management making such decisions and then imposing them on the consortium participants. Conversely, individual HBCU/FLC program directors should also not be deciding independently to vary their designs without regard to the effects of their variation on the overall demonstration program set. Learning will be greatly enhanced if it arises from consensus decisions about design variation.

3. Evaluators should be integrated more closely into the management of each demonstration, with evaluators playing a stronger role in determining the final designs of campus or community programs and in changing such designs as required to improve the information potential of the designs. Throughout the initial several years, many of the evaluators have operated as outsiders. They have not been included in all policy meetings held by the Consortium, and a number of evaluators have experienced less than full cooperation with HBCU/FLC Directors. In the consensus information model we envision, evaluators would play a central role in helping to reach consensus on what variables should be used in the demonstration designs and how those variables should be modified to best suit demonstration information purposes.

4. The demonstration budget process requires that each HBCU/FLC hire an evaluator to conduct the local evaluation. In some cases, HBCU/FLCs have used university faculty or staff as evaluators and in other cases, they have entered into contracts with external evaluators. Although there are substantial differences in experience of the evaluators in this program, there is no evidence that one form is inherently superior to another. This type of requirement (i.e., individual evaluations for each participating HBCU) tends to raise the cost of evaluation because a minimum level of cost is required, often resulting in a relatively high percentage of the total budget. It is not unusual to see as much as 10 percent of a contract devoted to evaluation at the local level. It is suggested that local

evaluation be continued and that at least $10,000 per year be devoted to evaluation to assure reasonable attention to the evaluation design and data collection and analysis efforts.

5. It is recommended that the Consortium be redesigned so that its principal function is analytic and consensus-seeking. No one has yet documented the value-added nature of the Consortium (ie., does funding a consortium add value beyond that obtained from simply funding 19 HBCU Family Life Centers)? It seems evident that the Consortium could be adding value, and that some benefits have accrued to the members by their collaboration. The periodic meetings at which the HBCU/FLCs present ideas and information of joint interest, and discuss their relative progress and problems appears to benefit the group as a whole. Information exchange is in fact the dominant advantage to be gained from a consortium approach. In other consortia, the central objective often is to raise complex issues, obtain the views of participants and to pursue, or to recommend policies or positions to operational bodies. The Physician Consortium on Substance Abuse Education, for example, meets periodically to raise issues concerning how best to equip the nation's pool of primary care physicians to deal with substance abuse. The group has managed to change the required training in graduate settings to include substance abuse education. They are now attempting to forge working relationships between the criminal justice system and the medical community in an attempt to learn from one another.

   In the Minority Male Consortium, the central issue is violence as a public health issue. That is, the Office of Minority Health focuses on violence as a (theoretically) preventable public health condition. It is not the case that Consortium members have the answer-any more than the Physician Consortium has the answer to physician management of substance abuse. In each case, the Consortium is charged with examining alternatives, proposing solutions, or interventions to test, and then (in the case of the HBCU/FLCs) serving as a laboratory in which to test promising approaches. A single answer may never be developed. Indeed, it seems unlikely that any single approach will ever work, any more than prevention of most serious diseases will yield to single solutions. The value of the Consortium will come through their advocacy of promising approaches to resolve specific pieces of the puzzle of violent behavior.

   The demonstration has not yet produced this type of advocacy approach. Individual HBCU/FLCs, at their periodic meetings, surely discuss their various interventions, but there is not yet a data-based advocacy of specific positions to attack specific pieces of the problem-the kind of thing you might get, for example, at an NIH consensus development conference.

   The Consortium is moving in the direction of an information-based organization, but it is not yet clear that they (the participating HBCU/FLCs) recognize the great value they bring to the table in the form of the experience and information they are acquiring on

what works and what does not work.

A great problem in this regard is the pressure that exists to demonstrate that what they are doing actually works in the short run to prevent/minimize violence in their communities. *Are they reducing violence in their respective communities, and, if not, why are we finding them? are* questions almost intended to shut down information exchange and intellectual debate. Suppose, we were to ask the National Cancer Institute whether with all their billions they had prevented cancer (worse yet, suppose we had posed this question three years into the great War on Cancer)? Would the scientists engaged in this complex and difficult "war on cancer" have been as open had they believed that their future funding depended on producing instant results? Indeed, they have had nearly 30 years and billions of dollars. Is the problem of violence in our communities by and upon minority males any less complex? It is not to suggest that the Minority Male Consortium is not intended to produce solutions to violence. Obviously, solutions are the raison d'etre for the program, much as a cure for cancer is the ultimate goal of cancer research. But the purpose of this demonstration is information about violence and approaches to pieces of the violence puzzle.

If a major objective of the Consortium is information exchange and dissemination, then it would be useful to consider designing and implementing such an information system. The "information system" might include functions such as:

- Designing and managing the Consortium meetings as consensus-building events modeled on NIH Consensus Development. Other functions would continue to be carried out in the periodic Consortium meetings, but its principal function would be consensus-seeking about specific types of interventions or combinations thereof.
- Designing and managing electronic fora for exchange of information among HBCU/FLCs, *i.e., the* equivalent of an on-line chat forum through its existing web page.
- Pursuit of a research function for the HBCU/FLCs, *i.e.,* a function in which the HBCU/FLCs could pose questions to a central body that could conduct research and send back material-papers, *etc.* that provide an appropriate response-ven to designing new interventions. An electronic information library could be developed, with material on-line and with links to other relevant material.
- Development of publishable papers by HBCU/FLC members. A quarterly journal/newsletter on promising interventions, activities and events related to violence prevention.
- Annual presentation of research/evaluation results from Consortium program data systems.

The intent of this recommendation is to shift this program more explicitly to a research program, with a long-range orientation. Consensus development would be a continuing focus of a Minority Male Consortium Information Center.

6. It is recommended that the Consortium move to standardize the Consortium's information base. For the past three years, the HBCU/FLCs have operated as relatively independent information actors. They have retained-most of them-independent evaluation consultants who have completed a series of measurements and produced reports. Macro has examined these independent information initiatives and found them highly variable. The central problem with them is that they have not been designed to contribute to a growing body of information. They lack consistency and comparability. For example, if we are to learn anything about mentors, we need to design mentoring interventions specifically in order to maximize the amount of information we can gather about this type of intervention. Indeed, it would be potentially productive to design specific variations with different HBCUs or groups of HBCUs given the responsibility to test specific variations. To design such a purposeful information strategy is quite different from past Consortium attempts to impose standardization.

7. The Consortium has been buffeted between two extremes regarding evaluation. On the one hand, Macro was asked to train HBCU/FLC staff in evaluability assessment, an approach to evaluation that stresses close links between the program design and the evaluation design. On the other hand, the Consortium attempted at one stage to impose a common evaluation design on this series of non-standard program designs, violating the basic premise of the earlier evaluability assessments Macro had been teaching for two years. Many HBCUs attempted to satisfy all sides by deploying the full set of measurement instruments that had been suggested as possible instruments, regardless of the designs of their programs, probably imposing a heavier reporting burden on HBCU/FLCs and their participating students than was warranted.

What is needed here is an overall Consortium-wide information manager, who can impose standards and research rigor, without imposing a single set of measures. The information manager could work with the local evaluators to convert their designs, where necessary, to more valid and consistent designs. Some local evaluators have produced excellent research designs, while others have been less successful. High quality information produced in a systematic design and suitable for use in publications and in the Information Center concept is what is now needed.

In addition, the idea of purposeful variation also needs to be explored by the Consortium. Mentoring, rites of passage, conflict resolution are all examples of approaches being implemented in varying degrees by HBCU/FLCs. The differences among these seemingly identical interventions could form useful "natural variations" that could be subject to consistent evaluation designs. There is little evidence of such purposeful

variation, but Macro believes that such an approach could add considerably to the power of the information being produced by this demonstration program.

8. In the section on capacity building, we described several possible scenarios that might alter the long term viability prospects of this program.

- The Federal government might indicate that it is not interested in the specific HBCU/FLC programs becoming permanent parts of their respective host institutions. If the program is truly a demonstration, the main product will be information and other debates will need to occur regarding the ultimate need for such violence prevention programs and possible sources of funds for such programs.
- HBCUs might become interested in converting these programs, or parts thereof, into permanent HBCU services, in which case the universities will need to investigate outside funding sources. Alternatively, some of the program interventions that appear effective might be converted into conventional university services, e.g., mentoring all or some subset of incoming freshmen, student after-hours escort services. Also possible on a volunteer basis might be the establishment of permanent community service program requirements for graduation that might include such interventions as mentoring elementary and secondary students.
- Communities might become interested in converting the programs, or parts thereof into permanent services and might be interested in raising funds to support the services; for example, summer programs for elementary and secondary students. In one HBCU/FLC program, the HBCU has acted as coordinator for a community task force that is trying to understand and counter threats from violent influences. Such task forces could become permanent if the community views them as valuable.
- Violence prevention material could be integrated into academic curricula, as is the case in several of the HBCUs. HBCU/FLCs have experienced varying success in getting the basic topics covered in academic courses, with some resistance from academic faculty to changing their courses. Such resistance is to be expected and is a common problem in most attempts to change course requirements. Curricula tend to be crowded with material and changes are difficult to achieve.

The keys to institutionalization of the basic capacity built-up through the several years of Federal funding are intent and conscious design efforts by the Consortium and the Federal government. Does the Federal government expect this capacity to continue and have discussions been held to discuss possible replacement funding sources? To our knowledge, no such discussions have been held between the primary sponsors of the demonstration and the participating members of the Consortium. Particular HBCUs have

already moved to identify potential outside funding sources and they are to be commended. However, the question remains whether the Federal government intends to expand this program, should future evaluation results appear promising, or alternatively that evaluation has no role in the future of this demonstration, or its eventual transition from demonstration to operational.

If the demonstration is to be taken literally, i.e., a program whose sole purpose is to produce information to guide future decisions, then we would urge the Consortium and the Federal govemment to move in the direction outlined above as a consensus-seeking information model, in which individual schools are no longer completely free to pursue independent designs. We have not and do not urge complete centralization of the design process, but we strongly urge that constraints be introduced on which models are implemented by which schools, and that evaluation be made central to that decision.

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Attachment 1

Violence Prevention Literature Review

Evaluation of the Minority Male Consortium
Community and Family Violence Prevention Models
Literature Review

The Problem

Violence has become a significant social and public health problem in the United States over the last two decades and the impact it is having on youth, particularly African-American youth, is astounding. Every four hours an African-American child is murdered; every 11 minutes an African-American youth is arrested for a violent crime; and an African-American male between the ages of 15 and 24 is nine times more likely than his Caucasian counterpart to be a homicide victim (No author, 1994; White, 1995). African Americans, particularly the poor, are likely to be over represented among both victims and perpetrators of violence (Hammond and Yung, 1991). In 1990, 93 percent of the black murder victims were slain by black offenders (FBI, 1994). African-American youth are also disproportionately represented as victims of nonfatal forms of violence, including assaults and violence within the home (Hampton, 1987).

Firearms have had an exasperating effect on the African-American community. More than 95 percent of the increase in homicide rates among young black males in recent years is attributable to firearms (Roper, 1991). Firearm homicide has become the number one cause of death for black men and women between the ages of 15-34 and was the second leading cause of death for all. 15-24 year olds (Fingerhut, et al., 1990,199 1, 1992; CDC, 1986). Deaths from firearms are highest among black teenagers living in large, urban areas however, the low firearm homicide rates in non-urban areas in the U.S. are still higher than those in other developed countries (Fingerhut, 1992; Roper, 199 1). It has become terrifyingly clear that the pattern of violence seen today is destroying a whole generation of African-American youth and placing the communities in which they live in tremendous jeopardy.

The costs of violence to our society are high. Although there are no reliable economic estimates of the money spent for medical care, legal and social investigations, and interventions related either to nonfatal assaults or to homicide (Christoffel, 1990; Hammond and Yung, 199 1), homicide and intentional injury may represent as much as $60 billion in short- and long-term health care costs and lost productivity of those who are injured or disabled by violence in just one year (Rice, et al., 1989; Prothrow-Stith, 1995). Federal juvenile delinquency-related expenditures rose from $4.7 billion in FY 1990 to $5.8 billion in FY 1992. Funds used to combat juvenile gangs and address gang-related issues increased $265 million, while funds spent on youth drug and alcohol abuse increased by more than $500 million (Bilchik, 1995).

The devastating social costs of violence include long-term physical and mental disabilities and adverse psychological and behavioral consequences for surviving victims and family members (Hammond and Yung, 1991). The basic values, attitudes, and interpersonal skills learned early in life are key determinants for the predisposition for violent behaviors in adolescence and adulthood (Hendrix and Molloy, 1990). There is a large body of literature that supports the notion that violent behavior is a cycle, and therefore "violence breeds violence" (Hammond and Yung, 1991; Straus, et al., 1980; Spatz-Widom, 1989; Widom, 1989; Skrip and Kunzman, 1991). In previous studies, researchers found that three-quarters or more of juveniles charged with murder or other violent crimes had histories of extreme victimization (Lewis, et al., 1985). Other research has shown that parents who reported having been victimized as children were much more likely than other parents to abuse their own children (Straus, et al., 1980). It has also been found that victimized children were highly likely to develop deficient patterns of processing information, including a failure to attend to cues that predict violence, a bias toward attributing hostile intentions to others, and a lack of competent behavior strategies to solve interpersonal problems (Dodge, et al., 1990). In a speech before a Senate committee, Attorney General Janet Reno emphasized the need to focus on domestic violence to reduce the risks placed on children who observe this violence and come to perceive violence as a way of life (Bijlefeld, 1993; White, 1995).

Etiology of Violence and Risk Factors

A surprisingly large proportion of all violent incidents occur between people who know one another-families, friends, and acquaintances. Almost half of the homicides, the majority of school fights, and all domestic violence incidents occur between persons who know each other (FBI, 1992; Prothrow-Stith, 1995; Hammond and Yung, 1991; Griffith and Bell, 1987). Additionally, in 90 percent of violent incidents the victim and perpetrator are the same race and are often similar in age, socioeconomic status, educational background, and personal characteristics (Prothrow-Stith, 1995; FBI, 1992; Hammond and Yung, 1991; Dennis, et al., 1981).

The causes of violence, particularly in the African-American community, are not well understood (Oliver, 1989; Hammond and Yung, 1991). Many risk factors have been associated with violence, including male gender, residence in urban areas, and witnessing and/or experiencing violence in early childhood (Prothrow-Stith, 1995; Fingerhut, 1992). Biological (Mirsky and Siegel, 1990), cultural (Daly and Wilson, 1988), and social (Palmer, 1987) factors have been examined with a majority of studies showing a strong link between poverty and violence (Hammond and Yung, 1991; Hampton, 1987; Palmer, 1987; Wilson, 1987; Prothrow-Stith, 1995; Williams, 1984; National Committee for Injury Prevention, 1989). Urban teenagers are particularly vulnerable to the impact of poverty. When limited opportunities symbolize a hopeless future, adolescents are even more likely to live for the moment, choosing immediate gratification (Prothrow-Stith, 1995), without concern for the consequences.

Economic inequities, unemployment, few educational opportunities, drug and alcohol abuse, easy availability of guns and weapon carrying, and racism have also been considered to contribute to violent communities (Northrop, et al., 199 1; White, 1995; Prothrow-Stith, 1995). Deborah Prothrow-Stith maintains that African-American youth must develop a healthy racial identity along with the other developmental tasks associated with adolescence. She goes on to

say that contact with racism results in anger that appears to contribute to the over representation of African-American youth in interpersonal violence (Prothrow-Stith, 1995, 199 1). Psychologist Lewis Remy used the term "free floating anger" to describe the anger not generated by a specific individual or event, but resulting from global factors such as racism and limited employment options (Akbar, 1980; Prothrow-Stith, 199 1, 1995). This anger can then lower an individual's threshold for violence.

The Center for Substance Abuse Prevention (CSAP), Division of Demonstrations for High-Risk Populations (DDHRP) has been examining risk factors associated with alcohol and drug abuse, dropping out of school, teenage pregnancy, teenage suicide, and violence crime among youth through its High Risk Youth Demonstration Grant Program for several years. CSAP has identified five major risk factor categories that place youth at risk for alcohol and drug abuse, as well as violence and violent behavior:

1. Individual-based risk factors, which include inadequate life skills; lack of self-control, assertiveness, and peer-refusal skills; low self-esteem and self-confidence; emotional and psychological problems; favorable attitudes toward alcohol and drug use and violence; rejection of commonly held values and religion; school failure; lack of school bonding; and early antisocial behavior, such as lying, stealing, and aggression.

2. Family-based risk factors, which include family conflict and domestic violence; family disorganization; lack of family cohesion; social isolation of family; heightened family stress; family attitudes favorable to drug use; ambiguous, lax, or inconsistent rules and sanctions regarding alcohol and drug use and violence; poor child supervision and discipline; and unrealistic expectations for development.

3. School-based risk factors, which include ambiguous, lax, or inconsistent rules and sanctions regarding drug use and student conduct; favorable staff and student attitudes toward alcohol and drug use and violence; poor student managemnet practices; availability of alcohol, drugs, and weapons on the school premises; lack of school bonding.

4. Peer group-based risk factors, which include association with delinquent, violent, alcohol or drug using peers; associaton with peers who have favorable attitudes toward alcohol, drugs, or violence; susceptibility to peer pressure; and strong external focus of control.

5. Community-based risk factors, which include community disorganiztaion; lack of community bonding; lack of cultural pride; lack of bicultural competence; community attitude favorable to drug use and violence; availability of alcohol, drugs, and weapons; and inadequate youth services and opportunities for prosocial involvement.

The body of research on delinquency and crime has also identified the community, the school, the individual and the peer group as factors which are linked with the development of delinquent behaviors. Within each of these categories, specific risk factors can be identified, including child abuse and family disintegration, economic and social deprivation, low neighborhood attachment, parental attitudes condoning law violating behavior, academic failure, truancy, school drop-out, lack of bonding with the society, fighting with peers, and early initiation of problem behaviors. Research has proven that the more of these risk factors that a child is exposed to, the more likely it is that delinquent and violent behavior may develop and grow (Wilson, 1994).

Target Groups

By identifying the etiology of violence and its risk factors, one can then begin to identify at-risk populations to be the target groups of prevention interventions. A target group is "the group of people whom the program or activity is designed to influence" (CDC, 1992). Targeting a narrowly defined population can be crucial to successful intervention (Northrop, et al., 1990). The selection of target groups should take into account the specific natures of the problem being addressed, the major goals and objectives of the program, and community characteristics.

The Centers for Disease Control and Prevention sponsored a 1990 conference entitled "Forum on Youth Violence in Minority Communities: Setting the Agenda for Prevention," in which one Workgroup of experts identified five groups of high-risk youths that they considered to be of highest priority for prevention strategies (EDC, 1991). These high-risk groups include the following:

1. Youth who live in geographically definable areas in which rates of violent death and injury are extremely high. Thee risk to these youth may be associated with activities occurring in the area, such as drug dealing or gang activity. Additionally, children living in such areas are also likely to model their conflict-resolving behaviors on the violent actions that they see around them.

2. Gang members and youths (ages 8-18 years), who are at risk for becoming gang members. The rate of violent offenses of gang members is three times that of delinquents who are not gang members (Spergel, et al., 1990; EDC, 1991).

3. Youth who are members of families that have problems related to violence. Abused or neglected children are at increased risk for delinquency, adult criminal behavior, and violent criminal behavior (Widom, 1989; EDC, 1991).

4. Violent youth. Violent youth include those youth who have histories of extreme violence, have entered the justice system because of violence, and imprisoned youth.

5. Victims, relatives of victims of violence, and witnesses to violence. Being a victim or violence is associated with an increased chance of subsequently assaulting others (Straus, 1987; EDC, 1991).

Other experts have distinguished a few broad categories of target groups, including: the general population of youth-many activities designed to reduce injuries from youth violence can be applied to all youth; youth who engage in high-risk behaviors-these youth are very likely to be injured, and include such groups as juvenile offenders, youth with histories of fighting or victimization, drug/alcohol abusers, drug dealers, weapon carriers, gang members and potential gang members, school dropouts, unemployed youths, homeless youth, and relocated and immigrant youth; young children (10 years old or less)-including abused or neglected children, children who have witnessed violence, and children with behavioral problems; and other target groups-which include the family members of youth, specific groups of adults, and the general population (CDC, 1992).

Low socioeconomic status, youth, urban residence, and drug use have all contributed to the growth of violent youth gangs (Northrop, et al., 1990; National Committee for Injury Prevention and Control, 1989). Gangs now exist in nearly all 50 states, in small communities as well as large cities (although they are concentrated in large cities), and in rural areas as well as urban areas (Northrop, et al., 1990). A survey of 45 cities revealed the existence of 1,439 gangs with 120,636 members (Spergel, et al., 1990). Additionally, that research found that 54.6 percent of gang members are African American and that 32.6 percent are Hispanic/Latino. Gangs have a number of aspects that appeal to some youth-they provide companionship, activities, protection, financial rewards, and a sense of belonging (Northrop, et al., 1990). As stated earlier,

the rate of violent offenses for gang members is considerably higher than that for non-gang members (Spergel, et al., 1990; EDC, 1991). There is still no causal relationship between gang violence and drug use and sale, however the involvement of gang members with drug use and drug dealing intensifies violent behavior and weapon use (Northrop, et al., 1990).

Strategies for Violence Prevention

Addressing the issue of violence in our society has been the focus of many different disciplines-criminal justice, behavioral science, public health-whose perspectives overlap in many ways. The criminal justice field views violence as violations of the law, or criminal acts, and focuses on offenders, with less emphasis on victims; the behavioral sciences see violence as forms of aggressive human behavior that can harm individuals and their families and communities; and the public health field views the high morbidity and mortality rates associated with violence as an impetus for involvement in its prevention (National Committee for Injury Prevention and Control, 1989). Public health's first contribution to the prevention of violence came with the recognition that the enormous toll it takes in lives, health, and quality of life makes it a health problem (Rosenberg, 1988). By defining violence as an important health problem, public health experts and other health professionals are brought into the growing constituency actively seeking to reduce the level of violence in America (National Committee for Injury Prevention and Control, 1989).

Many programs developed in the past decade to prevent violence have used a public health approach, which offers a variety of strategies that complement and strengthen the traditional criminal justice approach. Public health efforts concentrate on identifying risk factors and addressing attitudes, social norms, and behaviors to become the focus of interventions. It provides a model of injury and death resulting from interactions among the host, agent, and environment. This model highlight the importance of victim-offender relationships and establishes a framework through which these relationships can be understood and analyzed (National Committee for Injury Prevention and Control, 1989). The public health field distinguishes three types of prevention: primary, secondary, and tertiary. Primary prevention focuses upon preventing a risk behavior from starting. A primary violence prevention program may include mass media messages, classroom education, peer leadership and mediation, and community-based training programs, and is generally directed toward younger children.

Secondary prevention concentrates on terminating a risk behavior that has already begun, and is directed toward children and adolescents who are at greater risk. Secondary violence prevention strategies may include mentoring programs, individual and group counseling, first-offender programs, and programs for children who witness violence. The focus of tertiary prevention is the treatment of the behavior and/or its outcome. Tertiary prevention in terms of violence includes arrest, prosecution, defense, incarceration, and rehabilitation (Prothrow-Stith, 1995).

Strategies to prevent violence among youth can be placed into the following categories: educational, outreach, work/academic, recreational, environmental/technological, and legal.

Educational Strategies

Educational programs are intended to provide information and teach skills. New knowledge and new skills are thought to change or reinforce a person's attitude and behavior thus reducing the chances that the person will behave violently or become a victim of violence (Centers for Disease Control, 1992). Knowledge and skills alone, however, are not sufficient to effect behavior change. Behavioral change requires time and repeated effort and is more likely to occur if the physical and social environment support and encourage it. Educational interventions take place in many settings, including schools, institutions, and community-based organizations. The majority of educational programs are school-based, perhaps because schools offer the largest captive audience. Educational programs often use many formats to convey information, including curricula, brochures, and workshops. They are usually designed to convince youth that they have alternatives to violence and teach effective and constructive ways to deal with anger and confrontation (Northrop, et al., 1990). Because violence is often caused by interpersonal conflict, it is thought that it can be prevented through educational interventions that change people's knowledge, attitudes, and behavior patterns that can lead to violence (Wilson-Brewer and Jacklin, 1990). Educational strategies can include such activities as mentoring, rites of passage, building self-esteem, conflict resolution and mediation training, social skills training, firearms education, parenting skills, and public information and education campaigns (Wilson-

Brewer and Jacklin, 1990; Centers for Disease Control, 1992).

Mentoring

Mentors are special people (often adults) who provide a positive, caring influence and standard of conduct for young people. They serve as role models, often to young people who do not have them or have negative role models. Through a mentoring relationship, adult volunteers and participating youth make a significant commitment of time and energy to develop relationships devoted to personal, academic, or career development and social, athletic, or artistic growth (Becker, 1994; OJJDP, 1997). The attention and interest bestowed on youth by the mentors can enhance the youth's self-esteem and strengthen his/her ability to choose nonviolent methods to resolve conflict (Centers for Disease Control, 1992). Mentors can also be other youth working with their peers and younger students. The individual who acts as a mentor is also positively affected by the experience. Results of an evaluation of the Big Brothers/Big Sisters of America program, one of the largest national mentoring organizations of its kind, showed that mentored youth were less likely to engage in drug or alcohol use, resort to violence, or skip school. They were also more likely to improve their grades and their relationships with family and friends (OJJDP, 1997). The researchers identified three areas that are extremely important to the success of any mentoring programs: screening of potential mentors-to eliminate adults who are unlikely to keep their time commitment or might pose a safety risk to the youth; orientation and training for mentors-including communication and limit-setting skills, tips on relationship-building, and recommendations on the best way to interact with a young person; and support and supervision—intensive supervision and support of each match by a case manager who has frequent contact with the parent or guardian, volunteer, and youth and who provides assistance as difficulties arise (OJJDP, 1997).

Rites of Passage

Ceremonies or traditions that strengthen a sense of family and community attachment are often found in violence prevention programs. Children who participate in ceremonies that strengthen a

sense of family and community develop a sense of connectedness with the community. Rites of passage activities that reflect cultural heritage and strong familial association within a society bond a community together. These rites also instill intergenerational pride and self-esteem (Hendrix and Molloy, 1990). It is believed that the key preventable problem with regard to youth African-American males is their underexposure during formative years to processes and activities that effectively develop their value system and provide a positive life agenda based on skill acquisition and cultural/heritage competence. The implementation of rites of passage programs can make a significant impact on the self-esteem, self-concept and world-view of youth African-American males, which can manifest itself in positive behavioral outcomes because different choices will begin to be made by this new generation of youth (Governor's Commission, 1990).

Conflict Resolution and Mediation Training

Classes in conflict resolution and mediation training are intended to provide students with the opportunity to develop empathy with others, learn ways to control impulses, develop problem-solving skills, and manage their anger. Methods used to teach conflict resolution and mediation often include role-playing conflict situations and analyzing the responses to, and consequences of, violence (Centers for Disease Control, 1992). These strategies attempt to make students aware that violence begets violence, that there are healthy and unhealthy ways to express anger, and that nonviolent alternatives to dealing with conflict are available. They focus on clear communication and effective listening to what others are saying, and becoming alter to bias, misperceptions, and stereotyped thinking. Research in the field of conflict resolution and mediation indicates that these programs show positive effects in reducing violence (Carnegie Corporation, 1994).

Social Skills Training

Social skills training provides young people with the ability to interact with others in positive and prosocial ways. Training often includes maintaining self-control, building communications skills, forming friendships, resisting peer pressure, being appropriately assertive, and forming

positive relationships with adults. Nonviolent conflict resolution may also be included with these other social skills. It is thought that the acquisition of these skills will provide youth with appropriate standards of behavior, a sense of control over their behavior, and improved self-esteem (Centers for Disease Control, 1992).

Firearms Education

Educational strategies targeted toward firearms respond to the fact that weapon-related violence results from both environmental and behavioral causes. They are designed to affect people's knowledge attitudes, and behaviors around weapons. They usually carry messages that convey that there are inherent dangers in possessing weapons, especially firearms, and young people are at great risk of injury and death if they carry them. Such programs usually combine a number of educational strategies which can be classified as: firearm safety courses, public information campaigns, counseling, classroom education, peer education and mentoring, and crisis intervention (Northrop and Hamrick, 1990).

Parenting Skills

Improving parenting skills through specially designed classes for parents can improve how the parent and child interact. The improvement in the relationship may reduce the risk of childhood behavior problems and subsequent antisocial behavior that may predispose an individual to violence later in life (Centers for Disease Control, 1992). Programs targeted toward parents often address the psychological needs of the parents, the parental behaviors that influence the physical and social development of their children, and the stresses and social supports that can either help or hinder parents' ability to adapt to their children's needs (Centers for Disease Control, 1992).

Public Information and Education Campaigns

Public information and education campaigns are designed to reach a broad audience. They are intended to draw attention to a particular issue and help establish acceptable behavior for a

community. The information disseminated through these strategies, alone, are not often enough to effectively change behavior. Educational campaigns are more effective when coupled with other activities in violence prevention programs, such as conflict resolution skills training.

Outreach Strategies

Outreach interventions tend to occur in informal settings, such as streets or parks, and include one-on-one or group counseling between a heath care professional and persons who are the victims of violence or at risk of violence. Health professionals who work in outreach programs are often people who understand the high-risk youth in the area., such as ex-members of gangs or probation officers. They are usually skilled in crisis intervention, particularly in recognizing and identifying potentially violent situations, and often possess the skills needed to lower levels of anger (Northrop, et al., 1990). Outreach strategies may consist of such activities as teaching juvenile offenders about the impact of violence on the victims' lives, crisis management or mediation with gang members, and individualized long-range planning (Northrop, et al., 1991). Outreach interventions have been used with various target populations, including gang members, potential gang members, drug and alcohol abusers, juvenile offenders, youth with histories of fighting, and other high-risk youth. Although outreach strategies serve a useful purpose in diffusing crises, there is little evidence that they are an effective approach to preventing violence.

Work/Academic Strategies

Work and academic strategies are designed to compensate for the lack of work and education, or opportunities to obtain them, that puts youth at risk for violence-related activities (Northrop, et al., 1991). The strategies often consist of job and career counseling, job skills training, instruction in reading and mathematics, opportunities to work or volunteer, and job shadowing. By offering youth the opportunity to work, these strategies provide alternatives to violence-related behaviors by getting youth "off the street," as well as building self-esteem and confidence.

hlecreational Strategies

The underlying philosophy to recreational interventions is that when given alternatives, high-risk youth will be less likely to engage in criminal or violent behavior, use drugs and alcohol and socialize with other youth who may be doing these negative activities. Recreational activities provide an excellent outlet for tension, stress, and anger, therefore serving as a significant means of preventing violence. They also increase opportunities for youth to engage in healthy options and to spend free time in socially acceptable activities (Wilson-Brewer and Jacklin, 1990). Recreational interventions include activities such as midnight basketball leagues. Research indicates that these are promising interventions.

Environmental/Technological Strategies

Environmental and technological strategies focus on changes within the environment that discourage the possibility of violence from occurring. Such strategies include installing metal detectors in places where youth congregate, concrete barriers that restrict traffic, landscape design that does not allow people to hide, reducing or making violence less glamorous in the media, or open lighted areas that deter activities that could result in violence. The physical environment does not cause violence, but modifying it may make violent events less likely to occur. Environmental and technological changes may be particularly effective when combined with educational and regulatory strategies (Wilson-Brewer and Jacklin, 1990; CDC, 1992).

Legal Strategies

Legal strategies involve interventions that employ laws and police enforcement to deter situations in an environment conducive to violence. Such interventions often use crisis intervention teams made up of police, probation officers, and community workers. Collaboration of local agencies and local residents with law enforcers enables both law enforcement and community personnel to benefit from each other's resources, information, and experience (Northrop, et al., 199 1). Examples of such strategies include youth curfews, policing school campuses, prohibiting the wearing of gang colors in schools, and firearm regulations. In many

cases it is easier to enforce existing laws than it is to enact new laws. The success of making or enforcing rules depends on the willingness of the population to support and obey the rules and the ability of regulatory agencies to enforce them (Wilson-Brewer and Jacklin, 1990; CDC, 1992). Legal interventions can be useful as a form of crisis management, however they cannot serve as a primary means of prevention.

Conclusions

The most effective violence prevention strategies are "multi-modal," or approached from differing perspectives simultaneously (White, 1995). Violence prevention programs should be multifaceted and designed to include and coordinate as many services and activities as possible that reach high-risk youths. These services and activities should be readily accessible by all youths, not only those involved with the social services or criminal justice systems.

Youth learn from a variety of people with whom they come in contact. Therefore, when possible, a broad range of people should be involved in violence prevention programs (Wilson-Brewer and Jacklin, 1990). Because of the powerful positive and negative influences of the family and social environments, interventions should address the environments, as well as the youth, whenever possible. (Northrop, et al., 1990).

The community must own the intervention. Although activities may be started by governmental or other interested organizations, these groups should only sustain the effort until the community becomes actively involved and takes ownership of the program (Northrop, et al., 1990). This ownership can best be accomplished by community people who identify the problems and develop their solutions; they choose the interventions and carry them out with appropriate help from a variety of services.

Knowledge About Evaluation of Violence Prevention Models

Violence prevention programs need to be evaluated rigorously to determine which strategies hold the greatest promise, so results can then be applied in community violence prevention programs (Houk and Warren, 199 1). The National Committee on Injury Prevention and Control (1989) states that the most significant reasons for conducting both process and outcome evaluations of injury [or violence prevention] are to clarify the impact of the program on the target population; to identify and correct implementation problems, thereby improving the program's future efficiency and effectiveness; to develop program data for use in marketing the program; to facilitate replication of the successful aspects of the program; and to justify the program's costs. If an evaluation of a program is done properly, it can determine if a program is effective, and more specifically why it is effective.

Evaluation is an integral part of a program's design and implementation process, and is most effective when it is planned at the very earliest stages of the program's design (Cohen and Wilson-Brewer, 1991; National Committee for Injury Prevention and Control, 1989; CDC, undated). Often, evaluation is named last in a series of steps (e.g., design, implementation, and evaluation), making it an afterthought. Evaluations that are designed "after the fact" do not work. Baseline data is lost, compliance to data collection protocols is more difficult, and some useful evaluation methods cannot be used (National Committee for Injury Prevention and Control, 1989).

Some level of evaluation can always be conducted. For instance, a program may be able to measure a change in the knowledge, attitudes, or behavior of its participants, but demonstrating tlhat such changes directly correlate with reductions in crime, morbidity, or mortality requires a more extensive evaluation (National Committee for Injury Prevention and Control, 1989). Dr. Frederick Rivara developed a hierarchy of outcome measures (Rivara, 1988) for injury prevention that, when modified, can be applied to violence prevention programs. Figure 1 is a

modification of Dr. Rivara's hierarchy of injury outcome measures. It reflects the various types of outcome measures that can be used in evaluating violence prevention-programs. The top three levels of the hierarchy represent measures of violent crime, violence-related morbidity, and violence-related mortality and are the most significant indicators of program outcome. Measures of knowledge and attitudes rank lower because they do not necessarily lead to changed behavior (National Committee for Injury Prevention and Control, 1989).

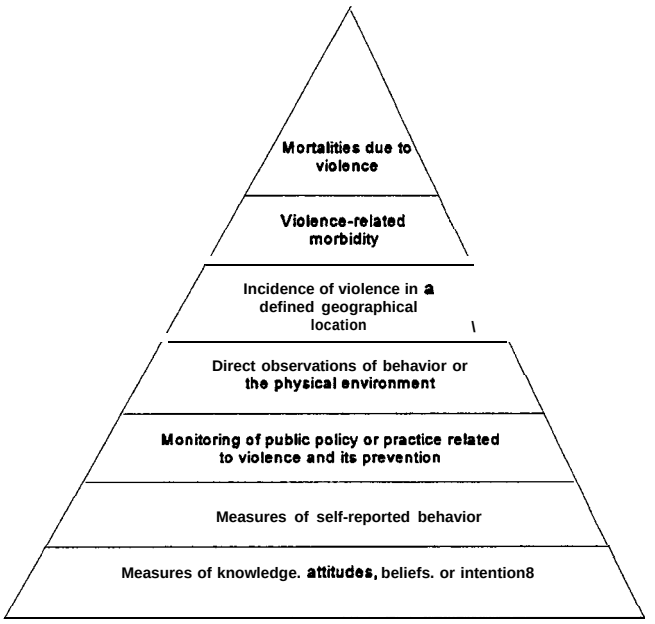

Figure 1. Heirarchy of Violence Prevention Outcomes

In a 1990 review of the state of the art in violence prevention interventions, Education Development Center, Inc. (EDC) surveyed 5 1 violence prevention programs. None of the programs surveyed had been subjected to rigorous process and outcome evaluation and been found to be effective in preventing violence among young adolescents (Cohen and Wilson-Brewer, 1991). Rather, the majority of programs surveyed were conducting only process evaluation and program monitoring; outcome evaluation was rare. In many cases, the evaluation consisted of simple pre- and post-test measurements of the attitudes and knowledge of program participants. They also found that often, this method employed non-validated measures with no control group comparisons. Only a few of the programs had a rigorous experimental design (Cohen and Wilson-Brewer, 1991).

In their report, EDC (Cohen and Wilson-Brewer, 199 1) reports that "analysis of the survey results and case studies indicate that quantitative evidence of program effectiveness is rare." Limitations of program effectiveness seen in the programs surveyed included such problems as:

- Goals were not used to refine specific long- and short-term objectives that could be used to inform the evaluation design.
- Outcomes were often defined broadly (e.g., improvements in self-esteem) and were not related to specific program objectives and content.
- Outcomes were often specific to a given program, creating little opportunity to compare results across different programs or to build a convincing body of empirical evidence indicating what works best.
- Changes in knowledge, attitudes, and behavior were limited by deficiencies in the evaluation design, including lack of random assignment, lack of control groups, etc.
- Few attempts were made to use multiple measures of impact (e.g., knowledge and attitudinal changes, behavioral observations). The primary findings reported in most evaluations were short-term changes in knowledge, attitudes and self-reported behaviors.
- Little baseline data were collected from participants.

Other common challenges to evaluating violence prevention programs uncovered by EDC included: restricted resources for conducting evaluations; a lack of information and/or skills among program staff to develop and implement formative or outcome evaluations; very little reference in program or evaluation design to prior research findings in the literature; unclear programmatic definitions of violence; and a lack of longitudinal studies on the impact of

interventions conducted with pre-adolescents (Cohen and Wilson-Brewer, 1991).

In a discussion of new approaches to evaluation during a 1990 conference (Cohen and Wilson-Brewer, 1991) entitled "Violence Prevention for Young Adolescents," panel participants concluded:

> We stress the need to use qualitative data, culturally sensitive measures, and nontraditional evaluation designs to reduce the difficulties and ethical dilemmas that can be imposed by strict experimental designs. We urge the use of multi-level evaluation strategies that include learning from children, parents, teachers, and others. Evaluations must incorporate multiple measures of the reduction or increase of violence, including data collected from many sources, such as self-reports, observations of others, and criminal justice data.

Key findings from the "Violence Prevention for Young Adolescents" conference concluded that:

1. Violence prevention programs must clearly define the behaviors being targeted and the evaluation must be tied to the goals and outcomes. Additionally, the programs and the evaluations must have a theoretical basis.

2. Different levels of evaluation are necessary for different programs.

3. Qualitative data and culturally sensitive measures must be used to reduce the difficulties imposed by strict experimental designs.

4. Program evaluation must be a collaboration between the program director, program staff, and evaluator(s) from the earliest stages.

5. Programs must develop evaluation skills and use expert assistance to maximize the use of limited resources.

6. Programs must be developed that provide young people with opportunities for skills development that can lead to economic development and offer participants prosocial and economically profitable alternatives to violence.

7. Violence prevention programs must be developed and funded that consider the multiple causes of violence and target not only the adolescent, but also the family, community, and public policy.

The current state of evaluation research emphasizes the need for more sophisticated evaluation methodologies and data collection capabilities to address the complex issues of violence. Even within the field of juvenile justice, many evaluations have suffered from weak research designs that have lacked sufficient rigor to clearly demonstrate program impacts (Howell, 1995; OJJDP, 1996). Additionally, many juvenile justice evaluations have focused on process evaluation issues more so than on outcome evaluation issues.

Most evaluation research could be improved by stronger research design, longer term follow up, and better documentation of program implementation. Several effective and promising evaluation strategies have been implemented by the Federal government in the past several years, including: making evaluation funding an integral part of program development; using evaluability assessments and constructing logic models; enhancing local evaluation capability; and linking evaluation findings to program development and practice (OJJDP, 1996). Sound and rigorous research evaluations can produce a strong knowledge base from which public policies, laws, and interventions can be developed and modified.

Attachment 2

Final Ranking of HBCUs for Site Visits

Receiving Site Visits	Alternates for Site Visits
North Carolina A&T University	LeMoyne Owen College
Morgan State University	Talladega College
University of District of Columbia	Voorhees College
Philander Smith College	Morehouse College
Clark Atlanta University	Southern University at Baton Rouge
Central State University	Chicago State University
Tougaloo College	California State University
Xavier University	Lincoln University
Wilberforce University	Knoxville College
Texas Southern University	

Attachment 3

Site Visit Discussion Guide

Evaluation of the Minority Male Consortium
Family and Community Violence Prevention Models

Site Visit Discussion Guide

HBCU Name: _____

Location: _____

Project Director: _____

Family Life Director: _____

Evaluator: _____

Macro Evaluation Team Member(s): _____

Date(s) of Visit: _____

Prepared by:

Macro International Inc.

Site Visit Discussion Guide: The purpose of this site visit discussion guide is to discuss the implementation of the HBCUs' Family and Community Violence Prevention projects. The discussion guide is organized into five major categories including: Structural Issues, Implementation and Procedural Issues, Program Components and Activities, and Outcome and Process Evaluation Issues, and Implementation Strategies. Each of these five components are further divided into community and campus based categories. These site visits will clarify information provided by the HBCUs on their campus and community project activities. Site visitors are asked to compile both process and outcome data collected by Project Directors and Local Evaluators, and to discuss the implementation and outcomes of the program activities.

Instructions: Each site visitor is asked to read all relevant materials provided by the HBCU and to record as much of this information prior to making the site visit. These resources include the original grant, quarterly and annual reports, evaluation plans, and evaluation reports. If any information is unclear, the site visitor should then discuss this with the program director or evaluator during the site visit and record the information on the site visit discussion guide. Any additional information the program director or evaluator provides should be attached. The information obtained at the end of the first day should be reviewed in order to ensure that the discussion guide can be completed while on this site visit. The site visitor should be familiar with the major sections of the discussion guide prior to making the site visit.

I. PROGRAM ORGANIZATION, IMPLEMENTATION AND DESIGN

This section of the site visit discussion guide addresses issues related to the contextual, organizational and resource factors that impacted program design and implementation. Attach to this section a) documentation of current organizational and administrative procedures (e.g., organizational charts, procedural manuals or statements), b) administrative forms, and c) personnel documents (e.g., job descriptions).

Structural Issues

1.0 Program Organization

Describe the functional organization of this project. Be sure to include how many positions were outlined in the proposal; what is the FTE for each position; which positions are considered key positions; and what are the lines of authority. **[Draw organizational chart and attach or get one if available.]**	Number of positions outlined in the organizational structure of the program _____ Number of full-time positions_____ Number of part-time positions_____ Total FTE_____

Describe the status of program staffing. Be sure to discuss whether the positions were filled. If not, list which positions remained open, and how integral a part they were to the program. Describe the Program Director's role and responsibility for hiring staff. If the Program Director did not hire all staff, list who was responsible for filling which positions.	Program is fully staffed ☐ Yes ☐ No If program is not fully staffed, number of positions that remain unfilled _____ Number of unfilled positions that are key positions: _____
Describe staff turnover in the program. If staff turnover, describe impact on the program.	Staff turnover: ☐ Yes ☐ No Which positions: _____

PROGRAMMATIC ISSUES **Overall Program**

Describe the institutional location of the program director, and now it impacted involvement in the project (e.g., what was the availability of the program director to the project staff).	The program director's institutional location was ☐ College or university (same as FLC) ☐ College or university (different than FLC) ☐ Independent consultant/firm ☐ Other _____ The program director was located ☐ In the same city as the program ☐ In another city in the same state ☐ In another state
State the size and composition of the project staff, e.g., the team used graduate students, employees of a consulting firm, or other part-time employees.	The project staff was [ ] budgeted FTEs [ ] full-time members [ ] part-time members Composition of team: ☐ Graduate students ☐ The employees of consulting firm ☐ Program staff ☐ Part-time employees ☐ Other _____

Discuss the disciplinary affiliation and current program commitment of the program director, how many projects he/she currently administering.	The program director is a ☐ Psychologist ☐ Educator ☐ Sociologist ☐ Social Worker ☐ Political Scientist ☐ Criminal Justice Specialist ☐ Other _____
Has there been a change in the program director since the proposal was written? If so, discuss the reasons for that change, and how long has the current program director been in place.	There has been ☐ No change in program directors ☐ One change in ____/____ ☐ Multiple changes Changes were ☐ Related to controversy between program director and program staff and/or HBCU ☐ Unrelated to controversy between program director and program staff and/or HBCU ☐ Other _____ Current program director in place since: ____/____ Month Year

Discuss the program director's experience violence prevention programs.	The program director is ☐ Very experienced (10 or more completed projects) ☐ Experienced (3-10 completed projects) ☐ Relatively inexperienced (1 or 2 completed projects) cl First project

This section of the site visit discussion guide addresses issues related to participant characteristics, recruitment, retention, project scheduling, and other process issues that may have potentially affected the outcomes of the project. Attach to this section a) any participant tracking instruments, b) intake and assessment forms, c) procedures manuals, and d) project rules and guidelines.

Implementation and Procedural Issues-Community-Based Component

1.1.1 Community-based Component

Please describe the location of the community-based component of the program in relation to the targeted community. Describe the distance from the HBCU.	☐ Located within the targeted community ☐ Not located within the targeted community ☐ Other _____
Please describe the setting of the community-based component of the program.	☐ School-based ☐ Public housing ☐ Church-based ☐ Community Center cl Other _____

1.1.2 Recruitment of Community-based Component Participants

Describe the criteria participants had to meet to be eligible for participation in the community-based component of the program.	☐ Age requirements ☐ Residency requirements ☐ Family income requirements ☐ Grade in school ☐ School performance requirements ☐ Affiliation requirements (e.g., tribe, school attendance, faith group, etc.) ☐ Test score ☐ Other_____
Were participants selected randomly?	

If family members **of** the community-based participants also participate in the community programs, please describe how they are recruited.	Family members participate in community-based component ☐ Yes ☐ No Family members include ☐ Mothers ☐ Grandmothers ☐ Fathers ☐ Grandfathers ☐ Both ☐ Aunts ☐ Other guardians ☐ Uncles cl Other siblings
Please specify where community participants were recruited. If other agencies were able to refer participants, please list which agencies.	Participants were recruited from ☐ School ☐ Neighborhood ☐ Public housing ☐ Church ☐ Other agency referral_____ ☐ Other_____

Please give the number of participants the community-based component of the program was intended to serve per period. How many were actually served per period? Was it larger or smaller than planned in the proposal?	Total number intended to serve _____ period _____ experimental group _____ comparison group _____ Total number actually served _____ period _____ experimental group _____ comparison group _____ ☐ Larger ☐ Smaller cl Same
Have the same group of youth been served throughout the life of the community-based component or have cohorts of youth been served?	☐ Same cohort of youth throughout the life of the community-based component ☐ Essentially the same cohort of youth throughout the life of the community-based component, with some turnover ☐ Different cohorts of youth throughout the life of the community-based component

Are there incentives for the community-based component participant group...	
At baseline	☐ Yes, monetary amount _____ ☐ Yes, non-monetary describe _____ ☐ No
At exit	☐ Yes, monetary amount _____ ☐ Yes, non-monetary describe _____ ☐ No

I.1.3 Community-based Component Program Implementation

Please state what year of the project the community-based component is in currently.	❑ Pilot ☐ First year ☐ Second year ☐ Third year ☐ Other
Please state if there are beginning and ending dates for community-based component activities. If there are, please give those dates.	This community-based component ❑ Has a firm beginning date cl Has a firm ending date ☐ Does not have a firm beginning date ☐ Does not have a firm ending date ❑ The program follows the academic year ☐ The program runs year-round

State the total amount of time that an average participant spends in the community-based component in weeks.	Total amount of time spent in community-based component _____ weeks
State the amount of time spent in core community-based component participation.	Total amount of time spent in core community-based component participation _____ hrs/wk
State the amount of time spent in weekend community-based component participation.	Total amount of time spent in weekend community-based component participation _____ hrs/wk
State the amount of time spent in summer program community-based component participation.	Total amount of time spent in summer program community-based component participation _____ hrs/wk
State the amount of time spent in follow-up participation.	Total amount of time spent in follow-up community-based component participation _____ hrs/wk
State the type of follow-up services are provided.	Types of follow-up services provided ☐ None ☐ Reinforcement/booster meetings ☐ Group reunions ☐ Support groups ☐ Individual contact ☐ Other_____

I.1.4 Community-based Component Participant Characteristics

Describe the age range of the community-based component participants. Include estimated numbers for each group served.

Ages	Year I (number)	Year II (number)	Year III (number)

Describe the ethnic groups that have participated in the community-based component. Include estimated numbers for each group served.

Describe the gender of the groups participating in the community-based component. Include estimated numbers for each gender served.

What is the number of:	Year I	Year II	Year III
6-8 year olds			
9-l 1 year olds			
12-14 year olds			
15-l 8 year olds			
19-2 1 year olds			
21 and older			
African Americans (___%)			
Asian/Pacific Islanders			
Hispanic/Latinos			
Native Americans			
White/Non-Hispanics			
Others			
Males			
Females			

1.1.5 Assessment of Implementation of Community-based Component

Did the community-based component of the program function as expected? Describe any major implementation issues encountered. Discuss the reasons for the implementation problems.	☐ Major implementation issues ☐ Minor implementation issues ☐ No implementation issues Implementation issues exist regarding ☐ Project management ☐ Lead agency ☐ Staff ☐ Staffing ☐ Space ☐ Recruitment ☐ Retention ☐ Evaluation ☐ Evaluator ☐ Funding ☐ College/University support ☐ Other _____ ☐ Staff turnover ☐ Facilities

I.2.1 Campus Component

Is there a campus component?	☐ Yes ☐ No
Where do the activities occur?	☐ On campus ☐ Public housing cl In college courses cl In the community ☐ Both community and campus ☐ Other _____

1.2.2 Recruitment of Campus-based Component Participants

Please specify where campus-based participants were recruited.	Participants were recruited from cl Classes ☐ Campus groups cl Dormitories ☐ Open campus enrollment ☐ Other_____
If family members of the campus-based participants also participate in the campus programs, please describe how they are recruited.	Family members participate in campus-based component: ☐ Yes ☐ No Family members include ☐ Mothers ☐ Grandmothers ☐ Fathers ☐ Grandfathers cl Both ☐ Aunts •l Other guardians ☐ Uncles ☐ Other siblings

Please give the number of participants the campus-based component of the program was intended to serve per period. How many were actually served per period? Was it larger or smaller than planned in the proposal?	Total number intended to serve_____ period_____ Total number actually served_____ period_____ ☐ Larger cl Smaller cl Same
Please describe how the number of participants the campus-based component could serve at any one time was determined. (If larger or smaller) Describe why the capacity has been increased or decreased.	Determination of number of campus-based component participants: Reason (s) for capacity increase/decrease:

1.2.3 Campus-based Component Program Implementation

Please state what year of the project the campus-based component is in currently.	☐ Pilot ☐ First year ☐ Second year ☐ Third year ☐ Other
Please state if there are beginning and ending dates for campus-based component activities. If there are, please give those dates.	This campus-based component ☐ Has a firm beginning date ☐ Has a firm ending date ☐ Does not have a firm beginning date ☐ Does not have a firm ending date ☐ The program follows academic calendar ☐ The program runs year-round
Have the same group of youth been served throughout the life of the campus-based component or have cohorts of youth been served?	☐ Same cohort of youth throughout the life of the campus-based component ☐ Essentially the same cohort of youth throughout the life of the campus-based component, with some turnover ☐ Different cohorts of youth throughout the life of the campus-based component

Are there incentives for the campus-based component participant group.. .	
At baseline	☐ Yes, monetary amount _____ ☐ Yes, non-monetary describe _____ ☐ No
At exit	☐ Yes, monetary amount _____ ☐ Yes, non-monetary describe _____ cl No

State the total amount of time that an average participant spends in the campus-based component in weeks.	Total amount of time spent in campus-based component _____ weeks
State the amount of time spent in core campus-based component participation.	Total amount of time spent in core campus-based component participation _____ hrs/wk
State the amount of time spent in weekend campus-based component participation.	Total amount of time spent in weekend campus-based component participation _____ hrs/wk
State the amount of time spent in summer program campus-based component participation.	Total amount of time spent in summer program campus-based component participation _____ hrs/wk
State the amount of time spent in follow-up participation.	Total amount of time spent in follow-up campus-based component participation _____ hrs/wk
State the type of follow-up services are provided.	Types of follow-up services provided ☐ None ☐ Reinforcement/booster meetings cl Group reunions ☐ Support groups cl Individual contact ☐ Other_____

I.2.4 Campus-based Component Participant Characteristics

Describe the age range of the campus-based component participants. Include estimated numbers for each group served.

4ges	Year I (number)	Year II (number)	Year III (number)

Describe the ethnic groups that have participated in the campus-based component. Include estimated numbers for each group served.

Describe the gender of the groups participating in the campus-based component. Include estimated numbers for each gender served.

What is the number of:	Year I	Year II	Year III
18-20 year olds			
21-24 year olds			
25 and older			
Freshmen			
Sophomores			
Juniors			
Seniors			
Resident Assistants			
African Americans (___%)			
Asian/Pacific Islanders			
Hispanic/Latinos			
Native Americans			
White/Non-Hispanics			
Others			
Males			
Females			

1.2.5 Assessment of Implementation of Campus-based Component

Did the campus-based component of the program function as expected? Describe any major implementation issues encountered. Discuss the reasons for the implementation problems.

- ☐ Major implementation issues
- ☐ Minor implementation issues
- ☐ No implementation issues

implementation issues exist regarding

- ☐ Project management
- ☐ Lead agency
- ☐ Staff
- ☐ Staffing
- ☐ Space
- ☐ Recruitment
- ☐ Retention
- ☐ Evaluation
- ☐ Evaluator
- ☐ Funding
- ☐ College/University support
- ☐ Other _____
- ☐ Staff turnover
- ☐ Facilities

On the following pages, indicate if an activity is used in the program. Work with the Project Director to complete this chart. Mark only those activities where program time is allocated for that activity. If the activity is used, ✔ to always indicate yes. Briefly describe the activity. Document the frequency an activity occurs per week, the length of the activity (in clock hours), the number of participants receiving the activity.

Program Components and Activities

Types of Activities

Activity	Community	Campus	Setting				Frequency	Brief Description of Activity/Outcome Measures	Number of Participants	Instruments	Major Findings
			1	2	3	4					
Adult mentoring											
Advocacy against target alcohol and drug advertising											
Advocacy training (e.g., empowerment)											

Setting:
1 - School
2 - Church
3 - Public Housing
4 - Community Center

Activity	Community	Campus	Setting				Frequency	Brief Description of Activity/Outcome Measures	Number of Participants	Instruments	Major Findings
			1	2	3	4					
Advocacy against violent media											
Alcohol and drug education											
Alternative activities											
Anti-gang awareness											
Anti-violence network											
Arts/crafts training											
Campus policing											
Campus community collaboration											
Case management											

Activity.	Community	Campus	Setting 1	Setting 2	Setting 3	Setting 4	Frequency	Brief Description of Activity/Outcome Measures	Number of Participants	Instruments	Major Findings
Changing negative media images											
College student mentoring											
Communication skills (e.g., assertiveness, refusal skills)											
Community policing											
Community service activities											
Cultural enhancement/cultural grounding											
Curricula development											

Activity	Community	Campus	Setting				Frequency	Brief Description of Activity/Outcome Measures	Number of Participants	Instruments	Major Findings
			1	2	3	4					
Directory of community resources/referrals											
Drug-free youth groups											
Educational planning											
Entrepreneurial training											
Family therapy											
Field trips											
Graffiti removal											
Group counseling											
Health maintenance habits											

Activity	Community	Campus	Setting				Frequency	Brief Description of Activity/Outcome Measures	Number of Participants	Instruments	Major Findings
			1	2	3	4					
Improved lighting											
Individual counseling											
Intergenerational programs											
Involving faith community											
Involving business community											
Job shadowing											
Leadership training of college students											
Media education campaigns											

Activity	Community	Campus	Setting				Frequency	Brief Description of Activity/Outcome Measures	Number of Participants	Instruments	Major Findings
			1	2	3	4					
Mini grants											
Music training											
Nutrition services											
Ombudsman/ advocate to enhance school bonding											
Parental involvement											
Parenting skills for parents of youth											
Parenting skills for youth											
Peer counseling											
Peer mentoring											

Activity	Community	Campus	Setting				Frequency	Brief Description of Activity/Outcome Measures	Number of Participants	Instruments	Major Findings.
			1	2	3	4					
Peer mediation programs											
Play therapy											
Positive peer clubs or groups											
Problem-solving skills (e.g., negotiation, conflict resolution)											
Reading/literacy skills											
Related health issues STDs, HIV, AIDS											

Activity	Community	Campus	Setting				Frequency	Brief Description of Activity/Outcome Measures	Number of Participants	Instruments	Major Findings
			1	2	3	4					
Rites of passage activities • Opening ceremony • African principles • Closing ceremony/crossing over • African language • Naming ceremony											
Safety/escort services on campus											
School policy regarding alcohol and drugs											
School policy regarding violence											
Self-help/support groups											

Activity Co	mmunity	Campus	Setting 1	2	3	4	Frequency	Brief Description of Activity/Outcome Measures	mber Nurticipof Pa ants	Instruments	Major Findings
Sensitivity training (e.g., cultural, gender, age)											
Summer employment											
Teaching reform/cooperative agreement											
Theatrical training											
Training/ development of other professionals											
Training/staff development/ certification											
Tutoring and homework											

Activity	Community	Campus	Setting				Frequency	Brief Description of Activity/Outcome Measures	Number of Participants	Instruments	Major Findings
			1	2	3	4					
Violence prevention curricula integration											
Violence awareness											
Vocational education/career development											
Wilderness or outdoor awareness experience (orienteering)											
Workshops/seminars											
Other_____ _____											

Discuss which topics did the community-based and campus-based components of the program addressed. Mark how intensive the focus was on each topic. (✔ appropriate intensity level)	Topic	Component		Intensity Level		
		Campus	Community	Direct (Explicit)	Indirect (Implicit)	Not at all
	Community Violence					
	Youth Violence					
	Family Violence					
	Domestic Violence					
	Dating Violence					
	Gang Violence					
	School Violence					
	AOD-Related Violence					
	Physical Abuse					
	Sexual Abuse					
	Suicide					
	Alcohol					
	Tobacco					
	Inhalants					
	Marijuana					
	Steroids					
	Crack/Cocaine					
	Other Drugs					

Discuss which topics did the community-based and campus-based components of the program addressed. Mark how intensive the focus was on each topic. (✔ appropriate intensity level)	Topic	Component		Intensity Level		
		Campus	Community	Direct (Explicit)	Indirect (Implicit)	Not at all
	HIV/AIDS/STDs					
	Pregnancy Prevention					
	Mental Health					

Describe the underlying theoretical assumptions of the program regarding violence prevention.	Underlying theoretical assumptions:

II. EVALUATION ISSUES

This section of the site visit discussion guide addresses issues related to the design and implementation of the evaluation. Any evaluation reports produced to date should be attached.

11.1.1 Research Design and Sample of the Community-Based Component

Quasi-Experimental Design

Describe the overall configuration of the outcome evaluation design, including comparison group or other bases of comparison, pre- and post-program observations, and follow-up plans for the **community-based** component. If no comparison group, explain briefly.	cl Comparison group cl Other explicit comparison (e.g., national norms) ☐ No explicit external comparison ☐ Baseline and post-measurement for treatment group ❑ Baseline and post-measurement for treatment and comparison groups ❑ Other design_____ _____ Number of follow-up observations beyond post-program
What events and processes are being measured?	cl Outcome measures ☐ Activity measures

ii.i.2 Data Coiiection for the Community-based Component

Discuss the procedures for collecting outcome data, e.g., group administration, individual administration, paper and pencil, personal interview, telephone for the community-based component of the program.	Outcome data are collected through ☐ Paper and pencil instruments ☐ Personal interviews ☐ Other_____ The data collection setting is ☐ Group-in person ☐ Individual-in person ☐ Telephone El Other_____ The person collecting the data is ☐ Evaluation staff cl Program staff ☐ Students ❑ Teachers ☐ Other_____ It is necessary to read items aloud during administration ☐ Yes ☐ No

II.1.3 Instrumentation of the Community-based Component

Describe how outcome instruments were selected or developed for the evaluation of the community-based component. If standardized instruments were used, discuss how were they selected. Discuss if whole instruments were adopted, or if scales or items were selected from different instruments. **[Attach any instruments used.]**	The local instrumentation was ☐ Custom-developed for this study ☐ Used existing instrument(s) ☐ Used/adapted scales/subscales from existing instruments ☐ Used/adapted items from existing instruments ☐ Was a mixture of the above ☐ Link to violence prevention ☐ **Other** _____
Discuss any issues involving instrumentation that had to be addressed (e.g., age of participants, language issues, cultural issues, literacy issues).	Instrumentation issues included ☐ Age of participants ☐ Language issues ☐ Cultural appropriateness issues ☐ Literacy issues ☐ Testing resistance ☐ Other _____

List each 'outcome instrument administered within the community-based component and when administered.	Ultimate outcome:
1.	1.
2.	2.
3.	3.
4.	4.

5.	
6.	6.
7.	7.
8.	8.

II.1.4 Process Design of the Community-based Component

Describe the overall process evaluation design for the community-based component, e.g., the mix of quantitative and qualitative methods; the explicit design format (static case study, dynamic case study, descriptive monitoring, formative issues focus); and the degree of importance/emphasis placed on the process evaluation.	Process evaluation is given ☐ Almost exclusive design emphasis ☐ Predominant emphasis balanced with outcome ☐ Secondary emphasis balanced with outcome ☐ Very little emphasis Process analysis includes (check all that apply) ☐ Program description ☐ Formative analysis and feedback ☐ Analysis of program effort/costs ☐ Analysis of dosage/attendance ☐ Assessment of service modalities/quality ☐ Analysis of implementation dynamics/program change ☐ Other _____

Describe the overall process evaluation design for the community-based component, e.g., the mix of quantitative and qualitative methods; the explicit design format (static case study, dynamic case study, descriptive monitoring, formative issues focus); and the degree of importance/emphasis placed on the process evaluation. **[Continued]**	Process analysis is ☐ Largely independent of outcome analysis ☐ An integral part of outcome analysis Process data is collection is ☐ Predominately quantitative (monitoring) cl Predominately qualitative ☐ A balance of quantitative and qualitative
Describe the specific process data collection methods used in the community-based component.	Methods included: ☐ Interviews with staff ☐ Interviews with clients ☐ Interviews with parents ☐ Interviews with other respondents El Focus groups (target)_____ ☐ Feedback questionnaires on service ☐ Monitoring of program activities ☐ Monitoring of program participation ☐ Systematic observation (quantitative) ☐ Transient observation cl Document review ☐ Attendance forms ☐ Other_____

II.2.1 Data Collection for the Campus-based Component

Discuss the procedures for collecting outcome data, e.g., group administration, individual administration, paper and pencil, personal interview, telephone for the campus-based component of the program.	Outcome data are collected through ☐ Paper and pencil instruments ☐ Personal interviews ☐ Other_____ The data collection setting is ☐ Group-in person ☐ Individual-in person ☐ Telephone ☐ Other_____ The person collecting the data is ☐ Evaluation staff ☐ Program staff ☐ Students ☐ Teachers ☐ Other_____

II.2.2 Instrumentation of the Campus-based Component

Describe how outcome instruments were selected or developed for the evaluation of the campus-based component. If standardized instruments were used, discuss how were they selected. Discuss if whole instruments were adopted, or if scales or items were selected from different instruments. **[Attach any instruments used.]**	The local instrumentation was ☐ Custom-developed for this study ☐ Used existing instrument(s) ☐ Used/adapted scales/subscales from existing instruments ☐ Used/adapted items from existing instruments ☐ Was a mixture of the above ☐ Other _____
Discuss any issues involving instrumentation that had to be addressed (e.g., age of participants, language issues, cultural issues, literacy issues).	Instrumentation issues included ☐ Age of participants ☐ Language issues cl Cultural appropriateness issues cl Literacy issues ❑ Testing resistance ☐ Link to violence prevention ☐ Other _____

iist each outcome instrument administered within the **campus-based component** and when **administered.**	U l t i m a t e outcome:
1.	1.
2.	2.
3.	3.
4,	4.

5.	5.
	6.
7.	7.
8.	8.

II.2.3 Process Design of the Campus-based Component

Describe the overall process evaluation design for the **campus-based** component, e.g., the mix of quantitative and qualitative methods; the explicit design format (static case study, dynamic case study, descriptive monitoring, formative issues focus); and the degree of importance/emphasis placed on the process evaluation.	Process evaluation is given ☐ Almost exclusive design emphasis ☐ Predominant emphasis balanced with outcome ☐ Secondary emphasis balanced with outcome ☐ Very little emphasis Process analysis includes (check all that apply) ☐ Program description ☐ Formative analysis and feedback ☐ Analysis of program effort/costs ☐ Analysis of attendance ☐ Satisfaction surveys ☐ Analysis of implementation dynamics/program change ☐ Other _____

Describe the overall process evaluation design for the campus-based component, e.g., the mix of quantitative and qualitative methods; the explicit design format (static case study, dynamic case study, descriptive monitoring, formative issues focus); and the degree of importance/emphasis placed on the process evaluation. **[Continued]**	Process analysis is cl Largely independent of outcome analysis ☐ An integral part of outcome analysis Process data is collection is ☐ Predominately quantitative (monitoring) ☐ Predominately qualitative cl **A** balance of quantitative and qualitative
Describe the specific process data collection methods used in the campus-based component.	Methods included: cl Interviews with staff ☐ Interviews with clients ☐ Interviews with parents ☐ Interviews with other respondents ☐ Focus groups (target)_____ cl Feedback questionnaires on service ☐ Monitoring of program activities ❑ Monitoring of program participation ❑ Systematic observation (quantitative) ☐ Transient observation ❑ Minutes review ☐ Attendance forms ☐ Other_____

II.3.1 Reporting

How frequently were evaluation reports generated or provided to the program directors?	Reports were generated ☐ Weekly ☐ Monthly ☐ Quarterly ☐ Annually ☐ Other _____
Discuss specifically how process information was reported, e.g., in focused issue reports, in annual "case studies," as introductory components of annual reports. Discuss how outcome information has been reported, e.g., in focused reports, in annual updates, in other forms of interim reports, in the final report only.	Process information was reported: ☐ Issue reports ☐ Annual case studies ☐ Quarterly reports ☐ Annual reports ☐ Other _____ Outcome information was reported: ☐ Issue reports ☐ Annual case studies ☐ Quarterly reports ☐ Annual reports ☐ Other _____

11.3.2 Design of the Evaluation

Describe how much has the design changed compared to the design submitted in the original proposal. Describe the specific changes.	The design has ☐ Changed substantially from the proposal ☐ Changed some, but basic design remains ☐ Changed in implementation details (e.g., sample size) ☐ Unchanged

II.3.3 Attendance Measurement

Describe to what extent was the evaluation design, the evaluation team, sensitive to issues related to attendance and variance in attendance as important elements in design and analysis for this study. Describe, generally, how they addressed this. **[Be sure to include all attendance forms.]**	Issues of Attendance were ☐ Clearly recognized and adequately addressed ☐ Recognized but not adequately addressed ☐ Not well understood or addressed ☐ Not addressed at all

Describe, if applicable, how was the evaluation team collecting attendance information. Was it collected in the aggregate only, or was individual level information gathered? Discuss the level of detail present in the individual level information.	Attendance information was collected cl By the evaluator ☐ By the program staff ☐ By both Data was cl Aggregate only (effort data) cl Individual level ☐ Both Individual data was ☐ Enrollment data ☐ Attendance data cl Unit of service data cl Reported by program components ☐ Covered only some program components ☐ Covered all program components Units of service data were available for ☐ All program components cl Some program components

II.3.4 Evaluation Organization and Management

Describe the institutional location of the evaluator, and how it impacted involvement in the project (e.g., what was the availability of the evaluator to the project staff).	The evaluator's institutional location was ☐ College or university (same as FLC) ☐ College or university (different than FLC) ☐ Independent consultant/firm cl Other _____ The evaluator was located ☐ In the same city as the program ☐ In another city in the same state ☐ In another state
State the size and composition of the evaluation team, e.g., the team used graduate students, employees of a consulting firm, program staff, or other part-time employees.	The evaluation team was [1 budgeted FTEs [1 full-time members [ ] part-time members The principal evaluator was budgeted at [1 FTE Composition of team: ☐ Graduate students ☐ The employees of consulting firm cl Program staff ☐ Part-time employees ☐ Other _____

Discuss the disciplinary affiliation and current evaluation commitment of the principal evaluator, how many evaluation project is he/she currently administering.	The principal evaluator is a ☐ Psychologist ☐ Educator ☐ Sociologist ☐ Social Worker ☐ Political Scientist ☐ Criminal Justice Specialist ☐ Other _____
Has there been a change in the principal evaluator since the proposal was written? If so, discuss the reasons for that change, and how long has the current evaluator been in place.	There has been ☐ No change in evaluators ☐ One change in _ / _ ☐ Multiple changes Changes were ☐ Related to controversy between evaluator and program ☐ Unrelated to controversy between evaluator and program ☐ Other _____ Current evaluator in place since: _____/_____ Month Year

Discuss the evaluator's experience with program evaluation generally, and with violence prevention evaluation in particular.	With respect to all forms of evaluation, the evaluator is ☐ Very experienced (10 or more completed projects) ☐ Experienced (3- 10 completed projects) ☐ Relatively inexperienced (1 or 2 completed projects) ☐ First project Other than this evaluation, the principal evaluator has been involved in ☐ No other violence prevention evaluations ☐ other violence prevention evaluations (fill in number) _____
Discuss the on-site presence of the evaluation team, e.g., the amount of time did the evaluator and/or team members spend in the program. Describe the major uses of time while on site.	Estimated time per month in program contact was [ ] hours for the principal evaluator [ ] hours for other evaluation staff

Attachment 4

Matrix of Program Activities by HBCU

Program Activities ● = Community Component ○ = Campus Component	Central State	Clark-Atlanta University	LeMoyne-Owen College	Morehouse College	Morgan State University	North Carolina A&T State University	Philander Smith College	Talladega College	Texas Southern University	Tougaloo College	University of the District of Columbia	Wilberforce University	Xavier University
Adult Mentoring	●		●	●○			●	●○	●		○	○	●○
Advocacy Against Alcohol and Drug Advertising			●○	●○								○	
Advocacy Training		○		○					●○	○	○	○	●
Advocacy Against Violent Media				●○					●		●○		
Alcohol and Drug Education	●○	●○	●○	●○	●	●○		●○	●○	●	●○	●	
Alternative Activities		●		●○	●		●	●○	●		●		●○
Anti-gang Awareness	●○		●○	●○				●○	●○	●	●	●	
Anti-violence Network		●	●○	●○	●				●○		○		●
Arts/Crafts Training	●	●		●			●	●○			●		
Campus Policing			○	○		○		○	○				
Campus-Community Collaboration		●○	●○	●○	●○	●○		●○	○	●○	●○		●○
Case Management	●	●		●○			●		●○		●		
Changing Negative Media Images				●○	●								
College Student Mentoring	●		●○	●○	●	●○	●	○	○	●○	○	○	●○
Communication Skills (e.g., assertiveness, refusal skills)	●	●○		●○	●	●			●○	●	●○	○	

Program Activities ● = Community Component ○ = Campus Component	Central State	Clark-Atlanta University	LeMoyne-Owen College	Morehouse College	Morgan State University	North Carolina A&T State University	Philander Smith College	Talladega College	Texas Southern University	Tougaloo College	University of the District of Columbia	Wilberforce University	Xavier University
Community Policing				○							●		
Community Services Activities		○		○	●		●	●○	○	●○	○	○	
Cultural Enhancement/Cultural Grounding	●	●		●○	●	●	●	●○		●	●	●	●
Curricula Development	●○			○		○				●	○		
Directory of Community Resources				●○	●	●	●			○	●	●	●
Drug-free Youth Groups				●○						●		●	
Educational Planning	●			●○		●	●		●	○			
Entrepreneurial Training			●		●			●○		●○			
Family Therapy									●		●		
Field Trips	●		●○	●	●	●	●	●○	●	●○	●	●○	●○
Group Counseling	●					●			○	○	●	○	
Health Maintenance Habits	●	●		●○	●	●	●		●	●○	●		
Improved Lighting			○	○						○			
Individual Counseling	●			○				●○	●○	●○	●○	○	
Intergenerational Programs				●○				●○			●		

Program Activities ● = Community Component ○ = Campus Component	Central State	Clark-Atlanta University	LeMoyne-Owen College	Morehouse College	Morgan State University	North Carolina A&T State University	Philander Smith College	Talladega College	Texas Southern University	Tougaloo College	University of the District of Columbia	Wilberforce University	Xavier University
Involving Faith Community				●○			●					●	
Involving Business Community							●	●○				●	
Job Shadowing	●						●			○			
Leadership Training of College Students	●	○	○	○	●○	○	●	●○	○	○	○		○
Media Education Campaigns			●○								○		
Mini Grants									○				●
Music Training							●						●
Nutrition Services		●	●				●				●		
Ombudsman/Advocate to Enhance School Bonding			●										
Parental Involvement	●	●	●	●○		●	●	●	●	●	●	●	●○
Parenting Skills for Parents of Youth	●		●	●		●	●	●		●	●	●	
Parenting Skills for Youth			●	●○					●				
Peer Counseling	●		●	○				●	●○	●○			
Peer Mentoring	●			○			●	●	●○	●○		○	●○
Peer Mediation Programs				○	○			●	○				●

Program Activities ● = Community Component ○ = Campus Component	Central State	Clark-Atlanta University	LeMoyne-Owen College	Morehouse College	Morgan State University	North Carolina A&T State University	Philander Smith College	Talladega College	Texas Southern University	Tougaloo College	University of the District of Columbia	Wilberforce University	Xavier University
Play Therapy				●					●		●		
Positive Peer Clubs or Groups		●	●○						●				●
Problem-solving Skills (e.g., negotiation, conflict resolution)	●○	●○	●○	●○	●○	●○		●○	●○	●○	●○	●○	●○
Reading/Literacy Skills	●		●				●	●○				●	
Related Health Issues (e.g., STDs, HIV, AIDS)	●	●○	●○	○	●	●	●	●○	●	●○	●		●○
Rites of Passage				○			●	●○	●		●	●	●○
Safety/Escort Services on Campus			○					○	○				
School Policy Regarding Alcohol and Drugs			○		●			○					
School Policy Regarding Violence			○		●			○	●				
Self-help/Support Groups				●○					●		○		
Sensitivity Training			●	○		●	●	○	●		○	●	
Summer Employment			○		●		●	○	●○	○			
Teaching Reform/Cooperative Agreement				○						●			
Theatrical Training			●	○				●○					

Program Activities ● = Community Component ○ = Campus Component	Central State	Clark-Atlanta University	LeMoyne-Owen College	Morehouse College	Morgan State University	North Carolina A&T State University	Philander Smith College	Talladega College	Texas Southern University	Tougaloo College	University of the District of Columbia	Wilberforce University	Xavier University
Training/Development of Other Professionals			●	○	○					●		●○	●
Training/Staff Development/Certification				○	●○							○	
Tutoring and Homework		○	●		●		●	●○	●○	●	●	●	●○
Violence Prevention Curricula Integration			○	○	●	○		●○	●○		○		
Violence Awareness		○	●○	○	●○	●○	●	●○	●	●○	○	○	●○
Vocational Education/Career Development			●			●			●		●		●○
Wilderness or Outdoor Awareness Experience													●
Workshops/Seminars	●○	○	●○	●○	○	●○			●○	●○	○		●○

5789.2

Evaluation Synthesis of the Minority Male Consortium for Violence Prevention.